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ABSTRACT

Student speech clinicians adhered to very rigid schedules in order to service a wide variety of clients and gain a range of experiences in many settings. As a result, it was often difficult for adequate communication to take place between the student diagnostic speech clinician and the parents of the 10 preschool children enrolled in the speech program at the Kutztown State College Early Learning Center (Pennsylvania). A review of the literature indicated that parent/staff communication was an important influence on children's development. Therefore, a practicum was designed to address the problem. It was proposed that parents, as a result of informational training from the clinician, would assume a more prominent role in their child's therapy. Additionally, meaningful communication between parents and clinicians would be increased. To attain these objectives a two-phase series of four, one-hour monthly luncheon meetings and a monthly newsletter system was instituted. The newsletter supplemented the meetings and relayed information to those parents unable to attend meetings. Pre- and post-evaluation questionnaires were constructed and administered to parents to ascertain whether they had assumed a more prominent role in their child's therapy. Results indicated that all goals of the practicum were attained. Participants unanimously recommended that the meetings and newsletter be continued. (RH)

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Increasing Communication Between Parents and Student
Clinicians in a Preschool Speech Program Through
Implementation of Parent Meetings and Newsletters

Practicum I Submitted to the Faculty of the
Early Childhood Education Program
in Candidacy for the Degree of
Doctor of Education

By
Susan Anderson Miller

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PRACTICUM REPORT
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Abstract

Increasing Communication Between Parents and Student Clinicians
in a Preschool Speech Program Through Implementation of Parent
Meetings and Newsletters

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Descriptors: Parent School Relationship/Parent Teacher Cooperation/
Educational Cooperation/Parent Participation/Parent Education/Parent
Workshops/Meetings/Newsletters/Therapists/Speech Therapy/Speech
Communication

This practicum addressed the problem of rigid scheduling often making it difficult for adequate communication to take place between the student diagnostic speech clinicians and the parents of the preschool children enrolled in the speech program at the college laboratory school. In a review of the literature the importance of parent-staff communication in helping to enhance the child's development was established and documented.

It was proposed that the parents, as a result of informational training from the clinicians, would assume a more prominent role in their child's therapy. Another goal of the practicum was that the parents and clinicians would communicate meaningfully and gain ideas by sharing information, techniques, and materials. In order to achieve these goals a two-phase series of four, one hour, monthly luncheon meetings called "Brown Baggers" and a monthly newsletter system was instituted. The newsletter supplemented the meetings and relayed information to those parents unable to attend because of scheduling difficulties.

The standards of performance were met and surpassed for all objectives. It was recommended by 100% of the parents and clinicians that the meetings and newsletters continue.

Chapter I

Introduction

Educator's Role, Responsibilities, and Work Setting

Kutztown State College, the sixth largest college of fourteen in the Pennsylvania State system, had a fall 1981 undergraduate enrollment of 5,185 and a graduate enrollment of 498 students. Resident students numbered 2,391. The majority of the students listed their home residence as Berks, or neighboring Lehigh, Schuylkill and Carbon counties, while a large number were from the Philadelphia area. With 325 faculty members, Kutztown State College offered degrees in Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts as well as master degrees in eight subject areas (Erdmann, Note 1).

Kutztown State College began in 1866 as Keystone Normal School, a teachers' training college. Although diversified in its goals today, Kutztown State College nevertheless was maintained as a center for the "preparation of able and dedicated teachers" (Kutztown, Note 2, p. 10). As a result of a rather unique program in the State College system, Kutztown's 190 early childhood/elementary education majors were afforded the opportunity of dual certification. Through the special education department a degree in speech-language pathology was elected by 65 majors.

Part of the educational experiences offered to Kutztown State College students was the campus Laboratory School. Founded just over a hundred years ago, one of its primary functions was the provision of on campus educational experiences with children for the college students. The early childhood education college students and speech clinicians were the predominate utilizers of the Early Learning Center Laboratory School. Collectively, these two major groups of students logged approximately one thousand hours each semester at the center.

Housed on the second floor in the Research and Learning Center, the preschool suite was self-contained. Open sliding doors allowed for free movement of nursery and kindergarten children to all facilities and materials. In addition to the normal preschool equipment, the following were available: a full library, kitchen-dining area, aides' work space, teachers' offices, and audio visual and laminating rooms. On the lower level a gymnasium/multipurpose room, outdoor playground and lobby were located.

The Early Learning Center consisted of 43 children--15 kindergarten youngsters and two groups of 14 nursery aged children. The five-year-olds in kindergarten attended a full-day, five hour session. The mixed-aged, three-and-four-year-old nursery children attended a two hour, five-day-a-week morning or afternoon session. Parents were responsible for their child's transportation.

Children applied to the school and were accepted with an attempt at maintaining a balance of boys and girls, equal number of each age, a variety of geographic locations and a socio-economic mix. Children presently in attendance and their siblings were given first preference during admission selections. Other preschoolers who received special admission consideration were minority youngsters and those children with special needs—particularly speech and language problems.

During Open House in the spring, student speech clinicians informally observed and listened to the youngsters who attended the sessions. If deemed pertinent by the clinicians, Professor Ray Dalfonso, Director of the Speech Clinic, spoke to any child's parents about the speech program if the child appeared to have an obvious speech problem. The Center was most anxious to accept youngsters with speech related handicaps and these children were given a priority rating in order to provide clients for the college speech clinicians.

During the orientation week in the fall, all preschoolers were screened by the student clinicians. Youngsters who had articulation problems or language delays were evaluated at the beginning and end of each semester by the clinicians who used combinations of the following materials:

articulation - Arizona Articulation Proficiency Scale

Goldman-Fristoe Test of Articulation

Photo Articulation Test

McDonald Deep Test of Articulation

language-related - Carrow Test for Auditory Comprehension
of Language

The Structured Photographic Language Test

Mann-Suiter Developmental Screening Test

Northwestern Syntax Screening Test

Peabody Picture Vocabulary Test

This educator, an Assistant Professor of Education, taught at the kindergarten level for two years prior to designing and implementing the nursery program. She worked in this capacity for the past ten years. During selected summers, she instructed early childhood college courses. She was primarily responsible for the nursery aged children and taught in a team situation with the kindergarten teacher, Mrs. Sandra Fisher. Together they coordinated the open classroom, free activity period for both groups for the first hour of each morning, as well as planned and implemented a variety of special activities throughout the week for all of the groups.

Other members of the Early Learning Center staff were two student teachers each quarter. This educator assisted one student teacher with her experiences in the classroom and supervised her work. Five classroom aides under the work-study program were each hired for ten hours a week to work in the library, handle clerical matters, design art projects, etc. Part of this educator's job was to plan and coordinate the aides' duties. Both teachers cooperatively developed curriculum, budgeted for and ordered supplies, directed orientation programs, coordinated schedules, evaluated preschool and college students' progress, demonstrated lessons and techniques, taught college classes related to early childhood topics, spoke to education and community groups and acted as a resource for our preschool parents. A part-time coordinator, housed in another building, met twice a week on a regular basis with the staff to assist with any administrative duties.

This educator's primary concern was first to provide a sound educational program for the preschoolers and their families based upon their individual needs. Her next responsibility was to the many college students who needed assistance with observations, information, materials, demonstrations, interactions with the youngsters and their parents, and evaluations.

Description of the Community

Kutztown State College, located on the edge of Maxatawny Township in Berks County, was the eleventh most populated of 67 counties. Over 312,000 people were living in this 864 square mile area in Southeastern Pennsylvania. Unusual for many of the factory areas in the East today, Berks County showed a 5.4 percent gain in population (Berks County, June 1981) and an 18.7 percent increase in housing over the 1970 census (Berks County, May 1981).

The largest city in Berks County, Reading, was 16 miles away from the college. Forty-four percent of the population of Reading was engaged in the manufacture of durable goods (U.S.D.C.-General, 1972). Reading was a center for the textile industry. Even though the preschool program at the college drew relatively few children from the city area, many of the college students, commuters in particular, lived in the city and held jobs there as well.

Although located in Maxatawny Township, the 325 hilltop acre campus overlooked the Borough of Kutztown. The Borough according to the 1980 final population counts with its 4,040 residents was located in the easternmost portion of Berks County in an annexed portion of Maxatawny Township. The median male age was 27.5 and the female age 32.0 (Berks County, June 1981).

The majority of the population was white with 51 Blacks, 20 Asians and 11 Hispanics (Berks County, May 1981). Many of these minorities either taught at the College, were students there, or had been adopted by local families.

The vast majority of the people in the town were of German descent and were considered "Pennsylvania Dutch." In the stores and about town, the older residents were more apt to speak Pennsylvania Dutch, a form of German, than English. This language and study of the customs was offered in the public school as a course. A nationally known Pennsylvania Dutch folk festival was held in Kutztown each summer.

In this conservative small town, guided by deep traditions, 655 people earned their living through educational services while 780 manufactured durable goods (U.S.D.C.-General, 1972). Benham Knitwear, Katos Blouse factory and the Adidas Shoe factory employed most of the townspeople involved in manufacturing. The 1979 per capita income of the residents living in the 1.6 square mile area was \$4,639. This low amount was reflected by the large numbers of college students living in the Borough.

The median housing value for 1980 was \$39,000 (Berks County, May 1981). The Main Street of this spotless town consisted of many sections of attached homes winding up the hill towards the College. Small-town, old German architecture was prevalent, as

were the wrought iron balconies of the early French settlers. An expanding development of new homes was located in the northeastern section of the Borough. Many college faculty members lived in this newer area. One large apartment complex was located near the schools and shopping center, while the other complex was adjacent to the park. In the southeastern section of Kutztown there was a large town park which was the hub of activity for all ages in the summer for this family-oriented town.

According to the 1970 census, the most current available for education data, 50.8 percent of all Kutztown residents graduated from high school with 50 percent of these going on to further education. Seventeen children were enrolled in nursery school. There was a growing trend in Kutztown during recent years to send preschoolers to nursery school, day care centers or family day care homes rather than to leave the child in the care of "grand-parents" while the parents worked.

Although the majority of our youngsters at the Early Learning Center lived in the Borough of Kutztown, many came from Maxatawny Township. The 25.9 square miles of the Township were located between the South and Blue Mountains and the Saucony and the Maiden Creek flood plains. It was part of the low rolling verdant hills of Pennsylvania's Great Valley. This rich farmland had the highest value per acre of productive farmland in Pennsylvania (Tilston, Note 3).

With a 13.6 percent increase in population from the 1970 Census, there were 5,269 residents in Maxatawny (Berks County, May 1981). Minority numbers in this residential group were also slight: 111 Blacks, 9 Asians and 33 Hispanics. The median age for females was 20.6 and for males 21.3. This young age was a reflection of the growth of two trailer parks which housed many young families with large numbers of small children. Also, many college-age students lived in a prefab housing development next to the college.

The median 1980 housing value for Maxatawny was \$48,000. Since 1970 there was a 35.8 percent increase in the housing count reflecting the 629 person increase in population growth (Berks County, May 1981). The variety of housing in the Township was vast: large farms; several small, older, mini-town, complexes complete with general stores; trailer parks and individual trailers; new, small developments in previous farm fields; new, "private estates" of several areas of land with \$175,000 homes; and a mini-city of prefabricated townhouses next to the college utilized almost entirely by the students.

The 1977 per capita income for Maxatawny was \$5,245. In 1970, six hundred and twenty-three people earned their living in the manufacture of durable goods while 204 were involved in retail trades. Agriculture was also a leading industry (U.S.D.C.-General, 1972).

The percentage of high school graduates for the Township in 1970 was 43 percent, while at that time only six children were enrolled in a nursery school. With the new housing developments and trailer parks of younger families there should be an increased number of children listed as attending nursery school in the 1980 Census.

The cliental that was attracted to the Early Learning Center was from a mixture of large and small towns, rural areas, isolated housing developments and some trailer parks. Almost all the children were white--if they were Black or Asian, they were related to faculty or students. Simply from the act of bringing the child to "open house" or paying the \$200 tuition, these parents were interested in education for their preschoolers. Many of our parents were well-educated. Employed in a variety of occupations, the parents were involved in professional fields, service-related fields, and factory work. A small proportion were students. Relatively few preschoolers were from one-parent homes. Carpools and relatives allowed the child to be transported to our program in the event that both parents worked.

Chapter II

Study of the Problem

Description of the Problem Situation

As stated in the introduction, the Early Learning Center existed at the college as a laboratory school primarily for our education majors. These students needed an opportunity to observe child development first hand. Also, opportunities were needed to teach youngsters in order to implement strategies and try out new techniques, materials and evaluation procedures.

Besides our early childhood majors, the next group of students in terms of observation/participation hours who utilized the children at the Early Learning Center were those from the speech/language pathology program. The students from SLP 130, Normal Speech and Language Development, were each required to select an individual nursery child with normal speech to observe throughout the semester. Student speech clinicians from SLP 350 and 351, Clinic I and II, were obligated to log 75 hours a semester in a diagnostic-teaching situation with individuals requiring speech/language therapy.

The student speech clinicians adhered to very rigid schedules so that they might service a wide variety of clients in order to gain a range of experiences in many settings. In addition to servicing the two centers located on campus, the Early Learning Center and the Center for Communication Disorders

for the college students and fee paying public, the students also assisted clients in preschool programs in the city of Reading 16 miles away and the Vitalistic Therapeutic Center in the city of Allentown 18 miles from the college.

The student clinicians carried a regular college academic load with diversified schedules, as well as tutored clients for the required 75 clinic hours per semester. The clinicians at times accommodated the scheduling, pick-up, and return of specialized speech materials which were shared by the student clinicians such as: testing kits and materials, toys and games used for reinforcement, audiometer, tape recorders, and duplicate portable video tape equipment if the Early Learning Center unit was in use. These materials had to be carried an eighth of a mile from our building to the Speech Center.

A further problem was that due to a change in course assignments, the Clinic II schedule would be totally different in the spring. This meant that the client might be assigned to a new clinician in the spring because of scheduling difficulties. For many of the preschoolers, this entailed the clinician having to spend the first four weeks of the semester developing a rapport with their new client and parents.

The fall hours for the Clinic I student speech clinicians were as follows: M,W,F - 10:30-10:50; T,Th - 1:00-2:00.

The clinicians met twice a week for approximately 20-30 minutes with each client. These schedules were designed to dovetail with the Early Learning Center hours which were: M-F, 9:00-11:00 and 12:00-2:00 for the nursery and 9:00-2:00 for the kindergarten. These hours were additionally inflexible because the clinicians needed to be available at these times to be supervised by the Director of the Speech Clinic, Professor Ray Dalfonso, who was also responsible for teaching regularly scheduled college speech courses, and supervising clinicians at other centers.

The parents or rotating carpool persons personally escorted our morning preschoolers and kindergarten children upstairs to the Early Learning Center suite of rooms at nine o'clock. As was noted in the preceeding clinicians' schedule, these students had not yet arrived and were therefore unavailable to greet their young client's parents. A similar situation occurred with the afternoon nursery group which was further complicated by the fact that the clinicians were only on duty for two afternoons a week. Because some of our youngsters only came to school two or three days a week, this introduced another scheduling problem. With the exception of Tuesday and Thursday afternoons, it was impossible for the clinicians to meet with parents at dismissal time. In order for the clinicians to attend their college classes at 11:00 on M, W, F they had to leave 10 minutes before dismissal time,

eliminating the opportunity entirely for informal contact with morning nursery parents.

Some parents worked and depended upon a carpool parent or babysitter to deliver and pick up their child. Other parents were students and were bound by the same tight schedules that affected our clinicians. Still other parents used the two hour nursery time to shop and run errands unencumbered by a young child. Some carpool parents cared for several younger siblings of the Early Learning Center children. This service enabled the other carpool mothers to attend an interest class, volunteer for community service, etc. Still other parents adhered to a rigid schedule as they picked up or delivered an older family member to their particular school program in another district. Lastly, many of our parents had babies who were still napping and they left home at the last possible moment in order to allow the small child to sleep as long as possible.

Two years ago, grades 1-5 were phased out of the existing Laboratory School when it was closed by the Board of Trustees upon recommendation of the President for financial reasons. With a different schedule and facilities, parent workshops were a regular part of the preschool program. When the physical facilities, staff, and scheduling were consolidated, it was no longer possible to continue this phase of our parent involvement

as we had known it in the past. The staff at the Early Learning Center agreed, however, with the requests by present parents who were familiar with our previous workshop series that this type of parent-staff interaction continue once again to be a vital part of our program.

It required our immediate staff two years to work out the physical arrangements of our facilities. This meant finding space for a total library; locating adequate storage space for supplies and equipment from the additional, former five grades; and providing a professional, quiet area for several speech clinicians to meet with their clients at one time, as well as an adequate space for the staff to meet with observer/participants from education classes.

As the Early Learning Center handled all observers from the college, rather than distributing them over seven grades as was done in the past, we deliberated with schedules to accommodate physically as many students, children and parents as possible in the most humane manner within our limited time frame. From an administrative point of view it was difficult to accomplish this at times to everyone's complete satisfaction. The problem that this educator addressed was that due to rigid scheduling, it was often difficult for adequate communication to take place between the student diagnostic speech clinicians and the parents

of the preschool children enrolled in the speech program at the Kutztown State College Early Learning Center.

Evidence of the Problem

During parent conferences held with the Early Learning Center Staff in the fall and the spring, parents asked many specific questions of the staff about the speech program. A sample of these questions follows: (Miller, Note 4)

1. "I see the student teacher when I bring my child to school or pick my child up at dismissal. Why don't I ever see the "student speech teacher?" Parents questioned who the person was who worked with their child several times a week. Some parents even felt threatened when their child talked about "Miss Terry" constantly at home in an adoring manner and they did not know who she was (Hubbell, 1980, p. 288-289; Marks, 1978, pp. 38-39; Simmons-Martin, 1976, p. 77). Many said that they wanted to help the clinicians and would like to talk to them so that they knew what to do with their child at home.

2. "What are they (clinicians and child) doing out there in the hall saying the same thing over and over?" Often parents volunteered their time to assist with the Early Learning Center program, or stopped in early for a birthday to discover their child involved with the clinician outside of the room. They did not want to interrupt the therapy, but really did want to know what was happening.

3. "My child says he does not want to go out with his clinician. He does not like to say the same thing over and over. He wants to go to the playground with his classmates. What should I tell him?" Parents usually felt that therapy would benefit their child when the speech problem was noticeable, but did not understand the mechanics involved during the therapy sessions. This made it difficult for the parent to convince the child that attending speech was as worthwhile as a trip to the playground.

4. "Since my child has a speech problem I think I should be buying games for Christmas that would help her. What games are suitable for her problem?" Parents desired specific, technical advice. They wanted to do the right thing for their child and wished to know how to utilize educational materials properly.

5. After meeting with one clinician and observing her work with her child, the parent found it most helpful and was very positive about the session. She then asked during the spring conference, "Couldn't meetings with the clinicians be arranged earlier in the year so my child and I could get to work faster on the problem at home?" She appreciated the time spent with her by the clinician and hoped for more information.

6. Another parent after conferencing successfully with her son's clinician and borrowing puppets and games used by the student to try at home with her son, wanted to know "Where can I buy materials like these?" She later wrote the student clinician a personal thank you note and asked her to please send home toys, materials and suggestions as often as she could. This proved to sometimes be difficult when other clinicians needed these same toys to use with their clients.

7. Some negative questions were asked. "My child sounds fine to me. I don't understand what is wrong with her? I don't want anything written on her record about going to therapy. Will you see that she stops going for sessions with that lady right away?" (Marks, 1978, p. 36-37). If speaking with the Speech Supervisor did not convince the parents about the validity of the program, then the wishes of the parents must be respected and the sessions terminated (Croft & Hess, 1981, p. 328).

8. An excellent question was a very pointed question from a parent whose older child was enrolled in our nursery program several years ago. Her youngest was now in attendance and was receiving speech therapy. "You used to have workshops for everything! Now that this child is in speech and I don't understand what to do with him at home, why don't you have a workshop

for the speech parents?" After explaining the physical and scheduling problems that we were experiencing, this educator attempted to reassure this parent as she explained her expectations for parent-clinician communication after implementation of her practicum in the fall.

During frequent staff-clinician informal interactions and conversations which often occurred when Professor Dalfonso was observing his students the following questions were asked.

1. "I'm having trouble motivating my client. What is he interested in? Does he have a favorite toy or game?" The staff easily assisted the clinician with the child's special likes and dislikes at school so that the student designed or obtained a specific material for her client's individual needs and interests. However, if a child was not verbal, especially in the beginning of the year, the parent would certainly be able to provide more comprehensive information about their child to the clinician (Foster, 1978, p. 6; Wilson, 1974, p. 5).

2. "My client will not sit for more than a minute. The child will not look at me either. Sometimes he tries to run away. What should I do?" Again, the staff members made suggestions and frequently provided behavior modeling with the child for the clinician to observe. However a discussion with the child's

parents would have no doubt provided some excellent behavior techniques, as well as allowing them to share their own personal rewards system used with their child (Lillie, 1976, p. 4).

3. A form was sent to all parents whose child was receiving speech therapy in order to give the clinician background data on the child's health and development. Frequently this form was not returned and the clinician had to operate without this pertinent information. One clinician asked "The form was sent home from the speech office. It has never been returned. What shall I do? Can you give me the information?" The staff was able to fill the clinician in on general background material, but did not have the specialized information available on the child that was requested on the form. The staff members were then required to act as an intermediary source between the parents and clinician. A direct conversation between the two members would have been so much more valuable.

4. Clinicians, too, wished to know about the "other people" in their clients' lives, much as the parents wanted to know about the "mystery teachers" they never saw. The clinicians wanted to know how the child acted with his parents, and how the child's parents handled the situation if he "ran away", for example. The clinicians also wanted to know, "How does my client's parents articulate their words?" This was a most reasonable question

that, of course, could be immediately answered during the first parent-clinician contact. Many years ago, a little girl was in therapy for one semester before discovering she was simply imitating her mother's articulation. We really should have been working with her mom!

5. Lastly, the clinicians were concerned with and wanted to know, "How do I share techniques and materials with parents if they are unable to attend a conference or observation session?" They were eager first for face-to-face contact, but if this was impossible they wanted to find an effective way to send ideas and materials home with their young clients. Each clinician, as part of their speech course, was required to conference with a minimum of one parent per semester. Besides attempting to conference with each of our Early Learning Center clients' parents if scheduling allowed it, the clinicians were always invited by this educator to attend our preschool parent conferences.

It should be mentioned at this point that the student speech clinicians handled their sessions with their clients in a most professional way while they gained important experience. Their Supervisor, Professor Dalfonso, was sensitive to the individual needs of his students, the staff, children and parents. While we felt that we had an excellent program between the clinicians and

their preschool clients which received praise from the parents, we wished to act upon both parent and clinician suggestions to strengthen the parent awareness aspect of the speech program.

Analysis of the Problem

The closing of the major portion of the Kutztown State College Laboratory School two-and-a-half years prior to the writing of this report demanded that many changes take place in our preschool program. The four most apparent changes that immediately affected the program were: a dramatic schedule change, especially for the nursery program; the depletion and shifting of physical facilities; a loss of support staff; and a population decrease in the nursery and kindergarten.

Originally four groups of nursery children followed a two day schedule - Monday and Wednesday, Tuesday and Thursday. Morning classes met from 8:30-11:00 while afternoon sessions were 12:15-2:45. This time schedule followed that of the full five day kindergarten and upper grades from 8:30-2:45.

On Friday, the nursery children would not meet for a regularly scheduled class. Instead, special activities would be provided for parents and children. For six weeks in the fall and another six weeks in the spring an hour long parent-child movement exploration session conducted by Dr. Ann Gundry and her

physical education students would be held in the college gymnasium. Another very successful program, the parent-child swim session, also supervised by Dr. Ann Gundry and her college swimming students, was provided for six weeks in the fall and spring at the college pool. This swim program is now held once a week at three o'clock each fall and spring for six weeks. Parent Conferences with child input where appropriate were, also, a Friday feature. Classes are now canceled for three days in the fall and spring to accommodate conferences. Our most successful and exciting Friday projects, however, were special seminars and workshops for and by our parents. These have yet to be reinstituted in such a grand manner.

Before the closing of the Laboratory School, a large room with tables, chairs, sofas and storage closets was set aside in the building for parent workshops, in-service teachers' courses taught by Laboratory School faculty, and as a meeting area for staff and college classes. Materials could be set up well in advance and left out so that parents involved in projects could work on activities many days later while their youngster attended class. Parents who were unable to attend a workshop often received assistance from another parent a few days later. Basic supplies such as paper, markers, glue, scissors, etc. were always available in the storage area and did not have to be transported from the preschool rooms for each workshop session.

While our present library, moved from a sizeable room which is now the college bookstore, was being assembled we were left the first year without any private areas in which to conduct workshops while children were attending classes. The second year, we developed a very small space in the center of our library as a place to meet with a college class. Another small area for meetings was the tiny section which became the children's lunchroom after the closing of the Laboratory School cafeteria. These spaces were not ideal, however, as workshop areas because materials could not be assembled in advance or allowed to remain out without curtailing the kindergarten lunchtime, or preschool library program. Storage space of a limited nature required the use of aides to obtain "junk" workshop materials from a newly built storage area on another level and to bring basic supplies from other parts of the Early Learning Center to the library or lunch area. Limited space therefore mandated that we work around already tight schedules. Aides were available only during specific times. Their schedules had to be coordinated with parents' and clinicians' schedules. Additional scheduling complications arose when library, lunch, and college class schedules needed to be considered.

The loss of personnel changed our roles and schedules. With the elimination of support staff, the kindergarten children

no longer received art, music, gym, or library sessions. This meant that for Mrs. Sandra Fisher, kindergarten teacher, valuable blocks of time during which to conference with college students concerning lessons observed or to be planned together were deleted from her schedule. Many parents requested in the past for the nursery sessions to meet five mornings or afternoons per week to coordinate with the kindergarten program. To accommodate as many schedules as possible, the nursery program then became a five-day-a-week program. In this way, the preschool staff essentially worked on the same schedule which was simpler for the college students and parents. To accommodate for the canceling of the nursery "free Friday" and "special subject" time for the kindergarten, the Early Learning Center then started half an hour later for the child and ended 45 minutes earlier. This time was utilized as student planning/conference time for the staff.

It was, also, felt that if the nursery children were to attend five days a week that two hours per session were sufficient for young children without involving a rest period. What we did not anticipate, however, was that by further tightening our schedule, we were also reducing the number of hours per day that our children were available to our speech clinicians, thus forcing their schedules to become even more rigid.

Another interesting outcome of the five day nursery schedule was that many of the children had working mothers, as well as fathers, who were therefore not available to volunteer in the classroom or attend daytime parent workshops. Still another group of parents that we attracted was more students who tightly scheduled their classes around our sessions.

A further change in personnel was the loss of a full-time administrator. Our present, part-time coordinator, housed in another building, was assigned many other duties not related to our Early Learning Center. An enormous loss, however, was that of the secretary assigned exclusively to the Laboratory School. The present secretary was located in another building and shared with other divisions of the education department. All clerical materials were hand delivered and if explanations were necessary, time had to be arranged in our schedules to be away from our building to talk with her.

In lieu of some of the complications that had arisen, this educator changed her format of communicating with the parents. In the past, she sent letters home biweekly informing parents of topics that the children were experiencing, activities to do at home with their child, etc. Instead, this educator elected to distribute an occasional informal message and spoke personally with the parents as they picked up their youngsters at dismissal

time. Although the parents were seen more frequently each week than under the old schedule, working parents were neglected by this personal contact.

Another area handled by our former secretary was daily phone calls from the speech clinicians' secretary who checked each morning and afternoon to obtain the attendance record to ensure that a clinician did not make an unnecessary trip to the Laboratory School for an absent child. Often interrupting our scheduled projects with the youngsters, the phone is now answered by the staff.

With the closing of the Laboratory School, the loss of great numbers of children was experienced. With nursery through grade five there were approximately 160 children for the college students to observe. Each level, also, provided several children who were involved in speech therapy. With the present nursery schedule, we shifted from 48 preschoolers to 28. When the upper grades were eliminated, many parents did not wish to send their children to kindergarten for just one year at the Early Learning Center only to have them adjust to a new school the following year. The kindergarten group size dropped from 20 to 10 children. These lower preschool numbers, due to scheduling changes and the closing of the upper grades, further reduced the number of youngsters available for our speech clinicians to work with.

Besides the already mentioned scheduling changes of the Early Learning Center, rigid schedules had to be followed by the clinicians. Due to their college classes and schedules at our center and other centers which had to be coordinated with their supervisor's schedule, other scheduling problems came into play. Some of the clinicians worked in the evening and on weekends both on and off campus. Several clinicians commuted from the Allentown or Reading areas. It was difficult to require these students to attend evening or weekend sessions with parents. Our aides, as well, were not assigned evening or weekend hours in order to provide a baby-sitting service at the Early Learning Center during parent meetings.

It was further difficult to set up appointments for parent observations/conferences and to adhere to children's schedules due to several unavoidable situations. Because the clinicians were required to log 75 hours per semester with their clients, it was imperative that they met with their client for each scheduled session. Make-up sessions were very difficult to reschedule. The staff was able to give advance notice to the clinicians about field trips so that they were able to make schedule adjustments, however, unplanned field trips, such as a helicopter landing at a nearby armory, put a monkey wrench in a speech schedule. Illness was another problem. Because this was the first time

many youngsters were exposed to people outside of their immediate families they were highly susceptible to diseases. Absenteeism ran high in the preschoolers. Finally, snow days this past winter severely hampered the clinicians' schedules. Rightfully so, parents did not wish to drive in snowy weather with the young children in their car, especially if they were carpooling with other parents' children.

Clinician scheduling then, along with coordinating parents' schedules was difficult within our present Early Learning Center situation. There were several instances of excellent communication between parents and clinicians, but more needed to be done in this area.

Relationship of the Problem to the Literature

Quick (1976, p. 17) related observational and longitudinal preschool studies which showed that grammatical speech began at about 18 months. These studies showed the process of syntactic rule induction completed by three-and-a-half for the normal child. Most children communicated ideas in phrases and sentences and commanded thousands of words by the time they entered kindergarten. A predictive indicator of future school achievement was the child's language facility.

Bohannon and Marquis (1977), Gordon (1970), Hubbell (1981), and White (1973); Champagne, Wallat, and Goldman (Note 5) all pointed

to the fact that the child's parents were his first teachers. Hubbell indicated that the young child's language development was influenced by the family. The acquisition of language was outlined by Brown and Bellugi (1964) as an orderly process dependent upon parental response. It was conclusively demonstrated by Moerk (1976) that teaching of language to the child was an active involvement on the part of the mother. The foundation for language development was the parent-child interaction pointed out Seitz and Marcus (1976). Hubbell (1981) concluded that this parent-child interaction supported the notion that working with the parents of a language-delayed child had great potential as one aspect of intervention. He stated two advantages to helping parents. "It forces us to act on the fact that parents have more influence on their child than we do. Second, it implies that parents have talents and skills and that they can be influential in fostering language growth" (p. 287). Villani (1980) expressed similar advantages and related that "parents are likely to be therapeutically powerful because of their emotional attachment to their child and the sheer amount of time they spend with them" (p. 47).

Tudor (1977) noted that parent education in America actually dated back to 1800. Interestingly however, there was no research as late as 1968 on the value of parent education and involvement.

Bronfenbrenner (1975) and Bricker (1978) also reported the lack of objective documentation on the effect of parent involvement with handicapped young children.

During the past decade, legislative decrees confirmed the rights of persons with disabilities and programs were established to assist them and their families as well (Klein & Schleifer, 1980). Although developed in 1966 for children believed to be susceptible during their early years to educational handicaps because of environmental influences, Head Start programs were not mandated before 1973 to provide services to handicapped youngsters. Not only does Head Start now mainstream children with speech problems, but the Head Start program was the first legislation to require parent involvement in educational programs (Muir, Milan, Branston-McLean, & Berger, 1982; O'Keefe, 1980; Safford, 1978).

In 1968, H. R. 18763, which later became PL 90-538, the Handicapped Children's Early Education Assistance Act, was submitted by Congressman Perkins, with the following important two part aim: "First, to provide the parents with counseling and guidance on how they can effectively respond to the special needs of their handicapped children" (Note 6, p. 4) and second, to "enlist the help of the parents as allies and associates of educators to provide a total program" (Note 6, p. 4). This

First Change program set up experimental demonstration model programs which provided information on ways to assist young handicapped children and their families (Harvey, 1977).

The strongest mandate of all for parent involvement was provided for in 1975 with the passage of PL 94-142, the Education for All Handicapped Children Act.

Under this legislation, parents are encouraged to involve themselves in the identification of their child's program areas, the selection of the most appropriate educational intervention strategy, and the selection of the most appropriate education setting for that intervention (Muir, et al., 1982).

Jenkins, Stephens, and Sternberg (1980) were encouraged that the parents were given an active role on the educational team which necessitated a close relationship between parents and school. Turner and Macy (1980) pointed out that with the advent of PL 94-142 and its mandate of parent involvement "the educator must accept that he/she is not the only person capable of teaching children and must be willing to accept the contributions of parents" (p. 281).

Serious questions were raised which concerned the implementation of this law, however. Bricker and Casuso felt the question "appears not to be whether families should be included but how they should be most effectively involved" (1979, p. 108). Muir, et al. commented that

the parents of handicapped children have been given a legislative mandate to be active advocates for the effective and efficient education and treatment of their offspring. However, there is no guarantee that parents possess or will receive training in the skills necessary to become such advocates (1982, p. 41).

This educator had grave concerns that our program did not abide by the mandates placed forth in PL 94-142. After she spoke with Mrs. Joyce Wilder (Note 7) in the Pennsylvania State Special Education Department, this educator was most shocked to learn that this law did not apply to our program in Pennsylvania even though in the United States the law was effective for as young as age three. Because schooling was not mandatory until age eight in our state, the regulation was applied according to each school district's kindergarten entrance date.

Although few educators would argue the importance of parent involvement (Andrews, 1981, p. 22; Coletta, 1977, pp. 13-17), it appeared that a minimal effort was actually directed towards the coordination of teachers and parents. Right from the very beginning, "Many teacher training programs do not provide an opportunity to students to learn the skills and techniques of conferring with parents" (Kroth, 1975, p. 155). Selegman (1979) noted that few universities offered as part of a teacher's preparation any course devoted to the understanding of parenthood of a handicapped child. Our college was certainly guilty of this

omission. Also noted by Selegman, "it is disheartening to learn that recent publications designed to help regular school teachers work with handicapped students in their classes omit discussion of the importance of parenting in general and parent-teacher conferences in particular" (1979, p. 4). Caldwell (1977) conceded the lack of attention given to the preparation of future teachers for parent involvement activities and questioned how many states required parenting courses as part of the teacher training sequence. It was hoped that the implementation of this practicum with the speech student clinicians and parents would help rectify this issue on our campus.

Kelly (1981) discussed the major problem addressed by this practicum, that of scheduling. He felt the intimate relationship between parents and teachers of young children made it imperative that the parents had to be involved in the program in order for it to be successful. Kelly related that too often the teachers organized and arranged parent group meetings only to schedule them during school hours. This arrangement might be convenient for the staff, but limited attendance by the parents.

If the primary purpose of the discussion groups is to involve parents in the educational process and to assist them to better understand their children and facilitate children's growth, then teachers will want to attempt to adapt to the needs of families with varying life styles and work schedules (p. 28).

This problem of scheduling was also addressed by Nedler (1977). She explained that many parents did not participate in home-school endeavors because "parents on the run" were not able to take part in events during the times traditionally scheduled by schools. She attacked this problem and stated that center personnel had to make a commitment to be flexible and personalize schedules.

Leeper, Skipper and Witherspoon (1979, p. 477) related that parents frequently had difficulty finding suitable meeting times because of parental involvement with many outside activities. They suggested that the success of parent discussion groups hinged upon discovering in advance when the majority of the group members were free to meet. These suggestions all needed to be taken under advisement when the parent group meetings were implemented as part of the means of increasing parent-clinician communications at the Early Learning Center.

Many parent-child programs were evaluated. Schaefer's 1972 review of home-interaction programs, found parents had a positive effect on their child's achievement. Coletta (1977, pp. 16-17) analyzed research studies by Klaus and Gray (1968), Ira Gordon (1968), and Kuipers, Boger, and Berry, who described a Head Start language training program (Note 8). These studies all demonstrated the positive effects of parent involvement. An extensive survey of research literature was summarized by Brofenbrenner who stated,

"The involvement of the child's family as an active participant is critical to the success of any intervention program. Without such family involvement, any effect of intervention...appears to erode fairly rapidly once the program ends" (1974, p. 55).

Rather than revel in the great success of all the reports of parent training, Baker (1976, p. 710) hoped the public would be cautious about generalizing from the available studies. He felt strongly that many research reports of parent training programs had not been carried out scientifically, utilized small numbers of select families and lacked appropriate controls. Gordon, Olmstead, Rubin, and True (1979) raised an important question about the national longitudinal Project Follow Through evaluation. Even though extensive parent involvement was a federal requirement of the program, the evaluation neglected this area. These concerns certainly were considered by this educator as she interpreted parent training studies.

According to Champagne, Wallat and Goldman, since a small part of the preschooler's learning occurred at school, it appeared that educators had little choice but to develop a partnership with the home (Note 4, p. 58). Lillie (1974) warned that if there was not effective parent involvement, even the best program would have minimal effect on the child. He pointed to planned consistency between educational experiences provided by the child's

programs and parents. An acknowledged problem of transferring this learning often occurred because of ineffective and insufficient communication between staff and parents (Becker, Bender, & Kawabe, 1980, p. 537).

Hubbell (1981) presented the ultimate challenge in designing interventions for language-impaired children. Traditionally, the clinician worked individually with their client in school or a clinic. "Placing the major emphasis on parents would indeed be a second-order change for us. A combined program, including both home and clinic, might be a solution" (p. 288).

Chapter III

Anticipated Outcomes and Evaluation Instruments

Statement of General Goals

This practicum was designed to increase meaningful communication between the student diagnostic speech clinicians and the parents of the preschool children enrolled in the speech program at the Kutztown State College Early Learning Center. If this goal was realized, the parents, as a result of informational training from the clinicians, would assume a more prominent role in their child's therapy. The parents and clinicians would communicate meaningfully and gain ideas by sharing information, techniques, and materials (Table 1).

These objectives would be accomplished by providing "Brown Baggers," a monthly series of luncheon meetings which would be held at the Early Learning Center for those parents and clinicians able to attend. Another means of accomplishing these objectives would be the development of a newsletter system which would supplement the Brown Baggers and relay information to those parents who were unable to participate at school because of scheduling difficulties.

Table 1

Performance Objectives

The following goals were projected for this practicum:

Expected Behaviors	Assessment Instruments	Standard of Performance
1. The parents, as a result of informational training from the clinicians, will assume a more prominent role in their child's therapy.	a) The parents will respond to pre- and post-evaluation questionnaires using a Likert scale pre-evaluation questionnaire (Appendix A) and post-evaluation questionnaire (Appendix B).	a) Seventy-five percent of the parents who have attended two out of four meetings and/or read or contributed to two out of three newsletters will have increased or maintained the frequency in their child's therapy on six of the eight items on the questionnaires (Appendices A and B, #2-#9).
	b) The clinicians will respond to a statement on the post-evaluation questionnaire (Appendix C).	b) Seventy-five percent of the clinicians whose clients' parents attended two out of four meetings will respond that the parents will have assumed a more prominent role in their child's therapy (Appendix C, #14).

Table 1 - continued

Expected Behaviors	Assessment Instruments	Standard of Performance
2. The parents, as a result of participating in the meeting series will communicate meaningfully with the clinicians by sharing information, techniques, materials, and ideas.	a) The parents will respond to statements on a written questionnaire (Appendix D) at the end of each meeting. b) The parents will respond to a statement on the post-evaluation questionnaire (Appendix B).	a) Seventy-five percent of the parents responding to the questionnaire statements will indicate for two out of three of the items that they shared information, techniques, materials, and ideas (Appendix D). b) Seventy-five percent of the parents who have attended two out of four meetings will indicate that they communicated meaningfully with the clinicians by sharing information, techniques, materials, and ideas (Appendix B, #11).

Table 1 - continued

Expected Behaviors	Assessment Instruments	Standard of Performance
3. Through participating in the parent meeting series, the clinicians will communicate meaningfully with the parents by sharing information, techniques, materials, and ideas.	a) The clinicians will respond to statements on a written questionnaire (Appendix E) at the end of each meeting. b) The clinicians will respond to a statement on a post-evaluation questionnaire (Appendix C).	a) Seventy-five percent of the responding clinicians whose clients' parents are in attendance at the meeting will indicate for two out of three of the questionnaire items that there is meaningful communication with the parents by the sharing of information, techniques, materials, and ideas (Appendix E). b) Seventy-five percent of the clinicians whose clients' parents attended two out of four meetings will indicate that they shared information, techniques, materials, and ideas with the parents (Appendix C, #3).

Table 1 - continued

Expected Behaviors	Assessment Instruments	Standard of Performance
4. The parents, as a result of contributing to and/or reading the newsletters, will gain ideas and share techniques, information, and materials with the clinicians.	The parents will respond to statements on the post-evaluation questionnaire (Appendix B).	Seventy-five percent of the parents who indicate that they read and/or contributed to two out of three newsletters will respond to five of the six questionnaire items (Appendix B, #14-#19) that they gained ideas and shared techniques, information, and materials.
5. The clinicians, as a result of contributing to and/or reading the newsletters, will share information, techniques, ideas, and materials with the parents.	The clinicians will respond to statements on the post-evaluation questionnaire (Appendix C).	Seventy-five percent of the clinicians who indicate they read and/or contributed to two out of three newsletters will respond to five of the six questionnaire items that information, ideas, techniques, and materials were shared with the parents (Appendix C, #6-#11).

Description of the Evaluation Instruments

It was planned that written pre- and post-evaluation questionnaires containing statements on a Likert scale would be administered to the parents. The results from the responses on these questionnaires and the clinicians' post-evaluation questionnaires would determine whether or not, as a result of the informational training received from the clinicians, the parents had assumed a more prominent role in their child's therapy.

For any parents who answered with a "daily" response to a question on the pre-evaluation questionnaire (Appendix A), their response obviously would not show an increase on the post-evaluation questionnaire (Appendix B). These parents would not be the ones that the clinicians were attempting to reach with informational training for that specific item.

The pre-evaluation questionnaire (Appendix A) would be hand delivered to the parents and collected prior to the first "Brown Bagger" parent session and distribution of the first newsletter. A post-evaluation questionnaire (Appendix B) which duplicated the pre-evaluation questionnaire, along with questions which concerned the parent meeting series and newsletters would be distributed to the parents at the fourth Brown Bagger. Parents not in attendance at the session would receive their questionnaires when they brought their child to school the next day. The final return

date for hand delivery of these written forms would be prior to the end of the first school semester and the completion of the practicum implementation.

The clinicians would respond to a post-evaluation questionnaire with open-ended statements, as well as "yes" or "no" questions, concerning the parent meeting series and newsletters (Appendix C). This instrument would evaluate the communication of the parents and clinicians by the sharing of ideas, materials, information, and techniques through meetings and newsletters. This questionnaire would be distributed at the fourth Brown Bagger. The forms would be returned before the students left the campus for the Christmas break.

In order for the respondents to remain anonymous, yet have the pre- and post-evaluation questionnaires correlate, it was planned that each pre-questionnaire set of directions would be coded with a dot. The master list of parents' names with the corresponding clinicians' names and coding symbols would be destroyed upon distribution of the post-evaluation questionnaire and coded directions.

Written questionnaires with open-ended statements providing an opportunity for the parents to contribute suggestions would be distributed at the conclusion of each parent meeting. The purpose of these questionnaires, designed by this educator, would

be to obtain responses from the parents (Appendix D) and clinicians (Appendix E) which indicated the effectiveness of each workshop series as a means of meaningful communication and way of sharing ideas, techniques, materials, and information by the parents and clinicians. The parents and clinicians would be required to check a "yes", "no", or "parent/clinician did not attend" response where appropriate on the questionnaires.

Description of Plans for Analyzing Results

It was planned that the data from the assessment instruments would be analyzed upon completion of the practicum implementation and presented in percentages in tables. If the standard of performance appeared to meet the criteria for success, the Brown Baggers and newsletters would be continued as a vital part of the Early Learning Center speech program.

If these methods did not appear effective, special attention would be paid to suggestions made by the parents and clinicians for improving communication. These suggestions would be incorporated into the spring semester program and evaluated along with the positive aspects of the fall program at the end of the second semester. Particular attention would be given to weak areas. They would be carefully analyzed to see why they were not successful and whether they should be eliminated or presented differently.

Chapter IV

Solution Strategy

Discussion and Evaluation of Possible Solutions

Coordinating the schedules of the parents of preschoolers attending speech sessions at the Early Learning Center and the clinicians' schedules in order to develop and maintain maximum communication was a difficult task. Several clinicians had managed to hold very successful conferences with their clients' parents. The verbal feedback from these conferences had usually been very positive from both sides. The clinicians had demonstrated techniques for the parents, explained materials, and in many instances asked the parents for suggestions about the children's interests, attention spans, etc. The parents in turn had asked specific questions about how to reinforce therapy procedures at home (Maxim, 1980, pp. 442-444; McKee, 1982, p. 141; Simmons-Martin, 1976, p. 82). The number and frequency of these conferences had been unsatisfactory, however, because of rigid scheduling problems.

Some clinicians sent home short notes (Highberger, 1976, p. 177) or "happy faces" safety-pinned to their child. This had worked well as an occasional clinician-parent communication technique. It allowed the preschooler to feel very important as a messenger. It was difficult, however, for the clinicians to complete their

sessions, gather materials that needed to be returned to the Speech Clinic an eighth of a mile away before attending their next class, and also write the notes.

The two preceeding techniques were methods used by some of the clinicians to strengthen home-school communications. Depending upon the clinicians' and the parents' schedules they were either highly successful or impossible to implement. This educator wished to suggest other options gleaned from her research on the topic of parent-staff communication as it related to the situation at the Early Learning Center.

A worthwhile suggestion was that of a toy lending library where "the toys provide interest to the child both as toys and as a means of interaction with the parent" (Almy, 1975, p. 94). At the Far Western Laboratory Parent/Child-Toy Library the parents utilized toys to practice skills to foster their child's language ability. This toy lending library program was, also, designed to improve interaction between the parents and child (Nimnicht, 1972, p. 264). Besides the aforementioned objectives, the toy lending library at the Children's Center at the University of South Carolina additionally provided opportunities for parents to "help the teacher to develop a deeper insight into their child's learning behaviors through comparing information with the teacher concerning the children's behavior at home" (Duff, Heinz, & Husband, 1978, p. 17).

The Survey Place Toy Library in Toronto in addition to lending toys to disabled youngsters, also loaned them to other children in the family who were not disabled. In this way, all the family members through play were brought together (Pryor, 1977, p. 6).

Approximately three hundred toy libraries in Great Britain were run by volunteer parents and professionals (Pryor, 1977, p. 7). This would certainly be an excellent way of involving parents at our center.

Initially, this educator felt each clinician might write instructional note cards during their free time concerning suggestions for usage of the materials by their clients with their parents (Packer, Resnick, Resnick, & Wilson, 1979, p. 7). These cards in turn would be attached to toys so that the parents could check out appropriate materials for use with their child (Lillie, 1976, p. 9). It was felt this would eliminate face-to-face scheduling problems to explain the materials. The parents could fill out reaction cards for the clinicians to read when the toys were returned.

Space problems, also encountered by Preschool Resource Center at Michigan State University, appeared to loom ahead, however. "There must be adequate space for storing materials and for children to explore the contents of boxes and containers" (Earhart, 1980, p. 18). The library area would be the only place appropriate

for housing a toy lending library at the Early Learning Center. If more space were deleted from the present library to contain this center, our already small meeting space would then be eliminated.

Although the Early Learning Center did have many duplicate toys used by the Speech Clinic, we did not have a great quantity of toys to lend. The number required by the speech children would not be overwhelming, however, it was felt to be unfair to the parents and children not enrolled in the speech classes to observe others taking home toys when they could not.

The television studios were located in the same building that housed the Early Learning Center. For this reason, the personnel were highly sensitive to the video world and the prospect of improving clinician-staff communication through videotapes appeared most realistic. At the Early Learning Center we had at our disposal a Sony video tape component.

Striefel, Baer and Douglas (1976) felt that "videotapes could be designed and sequenced to teach, particularly through demonstration, some of the specific skills used in remediation of communication problems" (p. 749). Several early childhood handicapped programs such as MEMPHIS (Memphis Educational Model Providing Handicapped Infants Services); Project TAPP (Technical Assistance to Preschool Programs) for communication disorders in Laramie, Wyoming; the Parent-Centered Nursery at Gallaudet College;

and the Easter Seal Treatment Center of Montgomery County, MD, utilized videotapes so that the teacher could model tasks for the parents. The parents and clinician also evaluated the child's progress, and analyzed the parents' techniques (Early Education, 1972; Karnes, Reid, & Zehrbach, 1977, pp. 41-45; Sommers, 1980).

In Project KIDS, where parents of handicapped youngsters were involved in special programming, the most popular activity chosen by the parents was observing a videotape of their child at play (Turner & Macy, 1980). A positive feature of including tapes of their children in a parent awareness program was so that the parents could observe their child truly succeeding.

Viewing tapes of their child performing allowed parents to observe how things were done at school and could easily be adapted to the home setting. "Parents can see without being told, instructed, or sermonized how consistent the adult's effort must be if the child is to achieve" (Evans & Taylor, 1980, p. 713).

Videotapes were an effective way at the University of Wyoming communication program in which to inform parents about handicapping conditions. Children in therapy sessions were videotaped. The taped sessions were then used as a springboard for discussions (Jelinek & Kasper, 1976). In the Parent-Assisted Early Childhood Environmental Language Intervention Program at the final session the parents were videotaped in a discussion of their failures and successes. This tape was later used as an orientation program for future groups of parents (Kemper, 1980).

Although tapes could be produced by the clinicians whenever they wished, scheduling problems became immediately apparent if they needed a T V technician or staff member to assist them with setting up the equipment or to man the camera. While a distinct advantage was that the parents could view their child's tape whenever they had the time, "it may be advisable for clinicians to review the tape with the parents pointing-out factors that the parents are not yet able to discriminate on their own" (Striefel, et al., 1976, p. 750). Unfortunately, many of the clinicians were not available at times convenient for the parents. Utilizing a different format, however, such as using a videotape as a portion of a parent workshop where the clinicians and parents were able to engage in a dialogue could not be ruled out as a possibility.

A final disadvantage to using videotapes in an open manner was expense. We had three "extra" tapes at the Early Learning Center. If more were needed, department budget problems could be anticipated.

Description of and Justification for Solutions Selected

In an effort to increase parent-clinician communication while working around schedule constraints, the following solutions were proposed. Parents and clinicians would meet together once a month at the Early Learning Center and/or information would be relayed to them as follows:

1. "Brown Baggers" - a monthly informal series of luncheon meetings to develop parent awareness

(a) Slide orientation, parent-clinician-staff introductions, discussion period, overview of child's language development and parent input

(b) Videotaped techniques, modeling, role play, and verbal games

(c) "Games to Make and Play" workshop

(d) "What Works for You/Me" discussion and demonstration-sharing time.

2. Monthly newsletter written by this educator with contributions from the parents, staff, clinicians and children.

A series of parent awareness meetings appeared to be the most practical and efficient means of reaching the largest number of people. According to Coletta (1977) parent awareness was "searching and sharing of childrearing and personal growth information" (p. 128). A major role of the staff was to transmit services and support. Parent awareness programs were a way of providing alternative delivery systems of parent information as well as alternative group discussion procedures. Parent awareness programs stimulated the parents to function as active participants. Pope stated (1980) that "only by involving parents as collaborators... can the clinician maximize the possibility of providing relief and

assistance for the child" (p. 389). She felt, as did Webster, et al. (1979), this had to be accompanied by a program which assisted the parents in acquiring the necessary skills.

It had been decided to call these parent-staff-clinician meetings "Brown Baggers." Since they would be held during the lunch hour, everyone, in order to utilize their lunch time, would be encouraged to bring their brown paper bag lunch and to feel perfectly comfortable eating it during these informal sessions.

This lunch time period was selected for the following reasons: The regular lunch hour for the kindergarten youngsters was 11:00-11:30 with a nap period afterwards. The break between nursery sessions was also from 11:00-12:00. This duplicate time allowed the nursery and kindergarten teachers a scheduled period together during which they met with their student teachers and part-time coordinator for planning and evaluation. A classroom aide was always scheduled for supervision of the kindergarten youngsters during their lunch and nap in order for the teacher to receive her required break from the children according to her contract. Both staff members were, therefore, available to meet with parents at this time for the Brown Bagger session.

Several years ago, the college instituted a policy of not assigning college classes between 11:00-12:00 on Tuesday and Thursday

so that faculty and students could attend college-wide meetings, lectures, and other college related affairs during this time period. Some speech clinicians did have scheduled sessions with their college clients during this time, however. Since plans for the parent-clinician meetings were being made far in advance of the start of the semester, Professor Dalfonso assured this educator that his clinicians would build these monthly sessions into their schedules.

In the past, many local working parents had made arrangements with their employers so that they were able to meet for parent conferences during their lunch hour. Other parents planned their lunch hour early during conference time. It was, also, hoped that by holding these sessions on Tuesday or Thursday that we would attract our faculty and student parents who did not have classes scheduled during this period.

Parents would not be required to make an extra trip to the Early Learning Center as the morning children and parents would remain for an additional hour, whereas the afternoon group would arrive one hour early. Scheduling problems would be kept to a minimum while accommodating as many people as possible with the Brown Bagger series of parent meetings.

To further eliminate scheduling and space problems referred to earlier in this report, the kindergarten class would eat lunch in

their home-base room so that the adults could utilize their tables in the lunch area for meeting space. In order to make this arrangement "very special", as well as to provide a baby-sitting service for the nursery speech children and all siblings whose parents were attending the Brown Bagger, we would declare this "indoor picnic day" at the Early Learning Center. Our aides, all free from scheduled college classes, would be requested to supervise the children's picnic and appropriate activities afterwards. Materials could be displayed and organized the evening before the Brown Bagger according to the staff, aides' and clinicians' schedules. The kindergarten children's lunch period would not interfere with set-up or clean-up of materials.

A slide show, recently compiled by Professor Dalfonso would be utilized by him at our first session to introduce the parents to the speech program at the Early Learning Center (O'Connell, 1975). As suggested by Maxim(1980, p. 445), in order for it to be a meaningful experience that would hold the interest of the parents, he would incorporate some slides of their children and the clinicians. That the parents were made aware of the activities, goals, and objectives of the speech program would be an important aspect of the first Brown Bagger.

Professor Dalfonso would, also, lead a discussion of language development in the young child and the importance of parental input.

"One way in which early childhood professionals impart information and help parents share their experiences is small group discussion groups" (Kelly, 1981, p. 28) which would assist them in becoming sensitive to their children while understanding their needs.

Another vital part of the first meeting would be to provide an informal social interaction between the parents and clinicians. Introductions would need to be made so that the adults involved felt that they belonged to the group and could share common interests and concerns (Coletta, 1977, p. 49; Leeper, Skipper, & Witherspoon, 1979).

The second session which would be planned by the clinicians with parent input would be to utilize some of the preceeding suggestions with videotapes. The clinicians would have an opportunity to model techniques on tape for the parents and analyze the session with them immediately afterwards (Brody, 1975; Kemper, 1980; Marks, 1978). Programs such as the Monmouth, Oregon intervention program and the Portage Project in Wisconsin have shown the importance of modeling and giving precise instructions to parents (Shearer & Shearer, 1977). Parents would then be given the opportunity with their child's clinician to role play a "mini" therapy session (Coletta, 1977, pp. 122-123).

Demonstrations would be included by the clinicians with materials, such as toys, that could be easily found in the home (Anglin, Goldman, & Anglin, 1982, p. 236; Marks, 1978, p. 44). Verbal games would, also, be shared during this demonstration period so that

parents could see the importance of a daily parent-child dialogue as routine family events were carried out (Brophy, 1975, p. 234; Mahanes, Note 9, pp. 50 and 61).

For the third Brown Bagger, this educator would take her turn at instituting a session entitled "Games to Make and Play." During Richard Goldman's interview with Dorothy Rich of the Home and School Institute, he asked how she worked with parents. She responded that the program encouraged parents to work with teachers so that they could design activities together (Anglin, et al., 1982, p. 245). Parents and clinicians in this informal manner would come to understand each other better and share in their goals for the child (Neal, Note 10). It would be helpful for the clinician to explain the "why" of the various activities that they were making together so the parents would be able to assist in reinforcing the child's therapy at home (Maxim, 1980, p. 446; Pope, 1980, p. 392).

"The advantage of workshops is that the active participation and involvement of all occurs and those parents who are not verbally skilled have the opportunity to demonstrate their ability to create materials" (Coletta, 1977, p. 125). Through this particular workshop, parents and clinicians would quickly see that they were able to develop games and materials using free or very inexpensive materials.

The last Brown Bagger session of this semester would be organized by the parents. It was deliberate on the part of this educator that

a different group would be responsible for each session with idea sharing encouraged from all parties.

This informal meeting would be entitled "What Works for You/Me?" Bricker and Casuso (1979), Simmons-Martin (1976), and Webster, et al. (1979) all revealed that parents imparting information to other parents and entering into significant group discussions should not be underestimated. Parents were frequently able to illuminate a point about their child and received advice from a fellow parent a little easier than from a professional. Auerbach (1980) related that parents were helped by discussion groups to accept and understand their feelings and concerns while providing a sense of fellowship with others who were going through similar experiences.

Through sharing and caring the clinicians and parents would be able to develop a program responsive to the needs of their child.

The second solution selected, a monthly newsletter edited by this educator with contributions from staff, clinicians, parents and children would be designed in particular for the parents unable to attend the Brown Bagger sessions (Brophy, 1975, p. 328). It would of course, however, be of interest to all those involved with the children enrolled in the speech program.

Newsletters would keep the parents informed of events, stimulate parental interest in activities experienced by their youngster, and "provide suggestions that help reinforce and extend school learning at

home" (Henniger, 1977; Maxim, 1980, p. 446; Mahanes, Note 9, pp. 67-109). The newsletter would really be an appeal to clinicians, staff and parents to work cooperatively. It would make program expectancies clear, provide feedback, and demonstrate that people care. Current research findings would be disseminated and seminars or Brown Bagger topics announced (Funk, Hoffman, Kuthley, and Long, 1980-81, p. 36; Fuster, 1978, p. 13; Stakelon, 1974).

Pat Olmsted, as she described the Chappel Hill Parent-Education Follow-Through Program, felt that its parent newsletter was well worth the expense. The staff included a mini learning activity for the parent and child to do together which acquainted the parents with the child's experiences. The parents then also learned with the child (Anglin, et al., 1982, p. 234).

Brophy, Good and Nedler (1975) stated that newsletters were an exceptional vehicle for communicating new language games or activities for interacting with youngsters that were discovered by the parents. They felt a mix of information was the best idea for stimulating the parents.

For our situation, the newsletter appeared to be a practical means of communicating with the parents and clinicians without scheduling constraints. Funk, et al. (1980-81) mentioned attractiveness in newsletters. Several of the aides employed by the Early Learning Center were art majors. They would sketch eye-appealing

drawings which would be strategically placed on the mimeograph stencil. Other aides would type the newsletter. Since they would type in our Early Learning Center suite of rooms, answering technical questions for them would not take blocks of time away from teaching. Clinicians and parents would be given sufficient deadlines for submitting materials to allow our typist-aides to professionally complete their assignments.

To ensure that each person involved with the Early Learning Speech program received their newsletter, copies would be mailed to them. The clinicians would attach a short handwritten note to each client's parents' newsletter in order to personalize it.

Supplies for the newsletter and workshops would be provided as part of our regular center materials. Mimeograph materials, construction paper, glue and several reels of videotape were already accounted for in our normal operating budget.

Mailing would be taken care of by the college post office as an extension of our regular mailing to parents and educators who request information. There would be no additional charge to the program.

The aides used for the picnic supervision, typing, and artwork would be our regular classroom aides. They would already be paid for their Early Learning Center program assignment by the work-study program administered through the financial aid office. These tasks would be incorporated into their regular duties.

The facilities used during the meetings would be a part of the Early Learning Center suite. They would be utilized during school hours so special arrangements for security, insurance, or room clearance would not be necessary.

According to the literature and past experience of this educator, these solutions appeared to be educationally sound and would meet the goals set forth in Chapter Three. Communication between the parents and the clinicians hopefully would be increased upon implementation.

Calendar of Plan of Action

1. Permission to implement plan obtained from Dr. Dorothy Moyer, Coordinator, Early Learning Center, Kutztown State College - May, 1982
2. Coordination of dates, procedures and ideas with Professor Ray Dalfonso, Director of Speech Clinic, Kutztown State College - June, 1982
3. Discussion of practicum plan with Dr. Janet Wall, Practicum Advisor, in Washington, D.C. - August 1, 1982
4. Screening of children by clinicians - September 13-17, 1982
5. Notices of first Brown Bagger meeting sent to parents and clinicians - September 17, 1982
6. Distribution of needs assessment and pre-evaluation questionnaires - September 24, 1982

7. Personal telephone calls by clinicians to parents to invite them to the meeting - September 28, 1982
8. Deadline for return of needs assessment and pre-evaluation questionnaires - September 30, 1982
9. First Brown Bagger, Professor Ray Dalfonso - September 30, 1982
10. First issue of newsletter - October 14, 1982
11. Second Brown Bagger, clinicians - October 26, 1982
12. Third Brown Bagger, Professor Susan Miller - November 16, 1982
13. Second newsletter - November 30, 1982
14. Fourth Brown Bagger, parents - December 9, 1982
15. Distribution of clinician-parent post-evaluation questionnaires and statements of satisfaction - December 9, 1982
16. Third newsletter - December 9, 1982
17. Deadline for return of clinician-parent questionnaires and statements of satisfaction - December 20, 1982
18. Last class of the semester - December 21, 1982
19. Compilation of data and completion of report - January, 1983

Report of the Action Taken

The outline for the calendar of the plan of action was followed as specified on schedule. No major problems occurred in the implementation of the proposed practicum solution. It would appear that any reader who wished to duplicate this project could do so successfully without significant changes.

Members of the Early Learning Center staff were involved with the planning and decision-making process from the inception. The coordinator, Dr. Dorothy Moyer, gave her support to the project in May and cleared the way for implementation with the college administration. Mrs. Sandra Fisher, kindergarten teacher, agreed readily to assist with the parent communication for her children and helped with the scheduling and planning during the Brown Bagger sessions.

The key person in this cooperative effort between two departments, however, was Ray Dalfonso, Director of the Speech Clinic and Supervisor of the Clinic I students. After Professor Dalfonso reviewed the parent-clinician communication comments with this educator in June, he immediately became involved with the practicum in the following ways: arranging for the students' schedules with their clients, altering the clinicians' schedules prior to the parent meetings so they could attend, explaining the project to the clinicians, encouraging the students to participate in the meetings and contribute to the newsletters, helping plan the format of the meetings with this educator, presenting the introductory session to the parents and clinicians, and being available at each session to answer parents' questions. His interest and dedication to the project was as great as this educator's enthusiasm. He, also, agreed with the value of parent-clinician communication for a highly successful speech program and felt this experience would greatly benefit his clinicians'

training. While this educator was responsible for the parent aspect of the practicum, Professor Dalfonso was in charge of communicating with the clinicians.

At the beginning of the semester, the student teachers and student aides were invited to a meeting by this educator to explain the importance of their role in this program and to ask for their input and suggestions. Two student aides volunteered to type the newsletters and language games packets. One of the typists and another aide, both art majors, were willing to reproduce the drawings and lettering for the Brown Bagger invitations, language games packets, and newsletters. All of the aides agreed to collate the materials. Their cooperation was essential in order that deadlines would be met with professional looking materials.

Conflicting schedules were, again, a problem. It was discovered that it was impossible to rely on any of the aides for the Tuesday or Thursday 11-12 baby sitter service. Several aides were members of student organizations which met at this time. One aide had designated Thursday as her art field-experience day. Another aide was committed to a prior assignment as the kindergarten lunch supervisor. It became necessary to make arrangements with two early childhood education majors who graciously consented to assist the nursery student teacher fulfill this important child care role.

During preschool orientation the first week in September, the speech program at the Early Learning Center was briefly explained to all of the parents. The purpose of the screening process for the youngsters, as well as the parent-clinician meetings and newsletters was detailed for the parents. All questions were answered by this educator.

After the screening process was undertaken by the seven student clinicians during the second week of school, five boys and five girls were selected for the speech program. Two kindergarten children who were enrolled in speech class the previous year and eight nursery children were diagnosed as needing therapy. The clinicians personally contacted each client's parents by telephone. When one parent expressed concern, Professor Dalfonso immediately explained the screening procedure and speech program to the parent in a follow-up telephone conversation. Relevant permission and information forms were mailed home and completed by the parents. They were returned to the clinicians by the youngsters.

The aides reproduced the parent-child language games packets designed by this educator for home involvement. These activities were distributed to each parent by the nursery student teacher upon receipt of their completed questionnaire (Appendix F).

Invitations to the first parent meeting were sent home in small, brown, paper lunch bags (Appendix G). Since people were invited to

"brown bag" their noon meal for these parent-clinician luncheon meetings, the brown paper bag was felt by this educator to be an appropriate "symbol" for the sessions. As soon as the parents saw the brown bag arrive home each month with their child, they knew another meeting was approaching. Many children brought their lunch to the "picnic" in the invitation brown bag.

Two days before the first Brown Bagger, each parent received a personal reminder telephone call from their child's clinician. These special invitations were well received by the parents who commented on the clinicians' thoughtfulness and professionalism.

Although Professor Dalfonso was in daily contact with this educator concerning clinician-client relationships and discussion of the program objectives, we met the day before the first meeting to preview the slide session. Last minute details such as setting up the refreshment area, making name tags, and creating a comfortable furniture arrangement were taken care of. Plans for the newsletter were also discussed at this time.

The first Brown Bagger went smoothly according to the plan developed in the proposal. The entire clinician component of seven students and six of the ten parents became acquainted during an informal social interaction at the beginning of the meeting. Together they examined the program goals through Professor Dalfonso's slide show which incorporated pictures of some of the clinicians and their children. Professor Dalfonso acted as a resource consultant

as he led a parent-clinician discussion on language development in the young child and the importance of parental input (Graham & Knight, 1982, p. 32). Several parents and clinicians remained after the meeting to continue their informal conversations about "their" child.

The children's "picnic", which consisted of lunch brought from home and a filmstrip supervised by two early childhood education majors and the nursery student teacher, was enjoyed in particular by the younger siblings who wanted to "come back again soon." This child care provision proved to be an excellent public relations service.

The first newsletter (Appendix H) was hand delivered to the parents at dismissal time along with the notice for the second Brown Bagger (Appendix G). It was felt by this educator that the hand delivery system was more personal than the mailing suggested in the proposal.

The newsletter was issued on a regular monthly basis. It included several standing columns such as: "The Idea Box-For You/By You" which carried suggestions made by the clinicians and parents, "TV Watcher's Guide" which assisted parents with programming for their children, "Have You Met?" which introduced a featured clinician and her client(s), and "The Children's Section" which supplied a combination of art and language experiences for the children and parents to participate in together. References were

made to pertinent articles. Activities of interest were described. Suggestions were provided to stimulate parent-child language projects. Contributions were solicited for future newsletter materials from the parents and clinicians.

In order to immediately involve the clinicians and the parents in the newsletter, they were requested at the first Brown Bagger and in the first newsletter to participate in a newsletter name contest. A parent with children in both the nursery and kindergarten, a professor in the speech department, and the kindergarten teacher were asked by this educator to select a newsletter title from the entries. A letter was sent to the judges which listed the choices and provided a check list for them to register their votes (Appendix I).

Professor Dalfonso and this educator met to discuss the comments made by the parents and clinicians on the first Brown Bagger evaluation forms distributed at the end of the session. The parents and clinicians both requested more time to meet and converse together. They, also, asked for additional activities to use with their children. Plans were made to allow time to incorporate the parents' and clinicians' requests into the next Brown Bagger.

Arrangements were made to tape a student clinician and his client by a college TV technician for demonstration purposes at the second Brown Bagger. The objectives for this taping were discussed

with the clinician who was selected cooperatively by Professor Dalfonso and this educator. Care was taken to choose a clinician who would present a positive, professional image when interpreting the tape to the parents. Additional permission to tape the client was gained from the mother to ensure that she was comfortable with having other parents view her son's session. The child was most cooperative and delighted to be on television.

The clinicians were responsible for the major portion of the second parent meeting. Their supervisor devoted segments of several class periods helping the students to develop ideas, activities and suggestions to share with their clients' parents. Following the plan outlined in the proposal, after viewing the tape of a demonstration speech lesson with appropriate narration by the clinician, the students played actual games used in therapy sessions with the parents. This served as an instant icebreaker and the clinicians and parents developed an intimate relationship at this point. Ideas and games were shared freely during this segment. This educator then taught the clinicians and parents language games that did not require equipment as a follow-up activity.

With many entries from parents, clinicians, and staff, the newsletter name contest winner was announced--"N.I.B.B.L.E." ("News and Information for Brown Baggers in Language Education"). The parent who submitted the title selected received her prize, an activity book.

All Brown Bagger participants of the day were awarded a "Color Recipe Book" (Appendix J) of parent-child projects written by this educator as their reward for attendance (Graham & Knight, 1982, p. 32). This meeting was the best attended of all four sessions. Seven clinicians and seven parents were present. The only visit by one of our working mothers, was during this meeting. One parent was so upset that she had to miss this program that she arranged individually with her son's clinician to meet prior to the session in order to learn the games and activities.

This educator met with Professor Dalfonso to review the excellent session evaluations, discuss client-clinician-parent communication progress and finalize plans for the third Brown Bagger. Articles submitted by clinicians, staff, and parents were perused for inclusion in the next issue of the newsletter, "N.I.B.B.L.E."

The third Brown Bagger was a "make-and-take" workshop during which language games were developed for the children from throw-away wrapping paper. This session, demonstrated by this educator, was designed to continue the spirit of parent-clinician cooperation and interaction through a hands-on experience. All materials (paper, glue, markers, etc.) were provided by the Early Learning Center. Many parents were unable to attend because of illness and a death in one family. The five mothers and seven clinicians who were in attendance, however, stayed well beyond the allotted hour and made

creative games, tailor-made expressly for their child's individual language needs. A great deal of oral communication occurred while the parents and clinicians worked together.

Scheduling problems, unfortunately, required that the display of wrapping paper games had to be taken down after an early childhood education student association workshop that evening. This educator had to leave the next day to present a session at a conference. The preschool library had been unavailable for use by the children since the previous week as workshop materials were in the process of being set up, and elementary science students had been patiently waiting to arrange learning centers in the small library area. The parents were, therefore, unable to continue creating games with the center materials at their leisure during the week. One mother aptly expressed her feelings, however, when she stated, "The important thing is that we are carrying the concept away with us."

As this educator was involved with two out-of-town conferences, followed by the Early Learning Center parent-conferences prior to and upon returning from Thanksgiving vacation, the aides were frequently unable to ask her questions as they typed and illustrated the second newsletter. As a surprise for this educator, they edited it themselves and proceeded to run off the final copies so that the deadline would be met. She was grateful for their supreme effort which was typical of their cooperation throughout this project.

The fourth Brown Bagger notices (Appendix G) were hand distributed with the newsletter which contained information from the staff, clinicians, and parents (Appendix H).

Several informal discussions were held between the parent coordinator for the last Brown Bagger meeting and this educator. Although the responses which stated that the parents would attend this parent-sponsored session were good, parents were not volunteering to assist the coordinator. She was, of course, concerned and frustrated. Upon checking with several of the parents, it was discovered that they were nervous about speaking in front of the group and were not sure that they would have anything worthwhile to contribute.

It was decided by this educator to issue a nonthreatening, handwritten notice which emphasized the sharing of ideas and pizza for lunch in a low-key, informal appeal (Appendix G). The parent coordinator was reassured by this educator that she would provide a simple display of games made with household items to help foster group discussion if necessary. During a conference with Professor Dalfonso, he agreed to alert the clinicians to, also, be ready to share ideas during the parent session.

Final secretarial and artistic tasks were finished by this educator and the student aides. The third newsletter which, again, emphasized activities and games for parents and children to enjoy together at home was completed in time to distribute at the last

parent meeting (Appendix H). The parent post-evaluation questionnaires were coded and addressed so that they could be personally handed to the parents after the fourth Brown Bagger for completion at home (Appendix B). The clinicians' forms were, also, prepared (Appendix E) along with the "laminating coupons" for use by the clinicians upon giving the nursery student teacher their completed questionnaires. The aides finished preparing the language games packet, "Holiday Happenings for You and Your Child," (Appendix F) designed by this educator to disperse as a reward to the parents when their forms were returned (Baker, 1976, p. 722).

The fourth Brown Bagger was a festive "thank you" luncheon party from this educator to all of the people who were involved in this project. The youngsters who attended the speech program were excited to be invited to a pizza party. Their younger brothers and sisters enjoyed having a school experience with our outstanding early childhood volunteer baby sitters. The six parents were pleased to have an opportunity to share their gratitude with all of the clinicians for providing a warm, professional service for their children during this semester. Fortunately, the parent coordinator's fears did not materialize after she began sharing her wealth of homemade books, games, and puppets. Other parents then offered simple suggestions of ideas that they used at home and in the car with their youngsters. The clinicians freely demonstrated activities that they found

successful with the children. All participants were provided with a reference list of books available in this educator's office so that they might read and discover new ideas at home over the semester break (Appendix K). At the end of the session, one parent seemed to sum up the feelings of the total group when she said, "How do you top this?"

All seven clinicians returned their questionnaires before their final Clinic I examination. Two students immediately used their laminating coupons received for completing their questionnaires to laminate their games created during the "wrapping paper" workshop. Before the close of school for the semester break, all ten parents returned their questionnaires. One youngster brought in her Santa Claus puppet that she had created with her mom from the language games packet which the parent obtained after returning her completed questionnaire to the nursery student teacher. Not only did the parents and clinicians share activities, but the children in turn shared their projects that they made with their parents with the other children.

Chapter V

Results, Conclusions, and Recommendations

Presentation and Analysis of Results

As previously stated in Chapter III, this practicum was designed to increase meaningful communication between the student diagnostic speech clinicians and the parents of preschool children enrolled in the speech program at the Kutztown State College Early Learning Center. Five boys and five girls, ranging in age from two to five years old, were diagnosed by the clinicians as requiring speech therapy sessions. Two kindergarten children received therapy the preceeding year, however, none of the parents had previously obtained informational training from any clinician. It was hoped that these white, middle-class parents in this rural, Southeastern Pennsylvania area, as a result of informational training, would assume a more prominent role in their child's therapy. The parent training program during the fall semester included a two-phase series of four, one hour monthly luncheon meetings and a succession of three newsletters.

The impact of the informational training program was assessed by requesting that the ten parents respond to questions on the pre-evaluation questionnaire (Appendix A, items 2-9) and post-evaluation questionnaire (Appendix B, items 2-9) before and after the four month intervention period. The seven clinicians responded to a

statement on the post-evaluation questionnaire (Appendix C, item 14). The responses were evaluated in percentages according to the parents' minimum participation in two out of four meetings and/or by reading two out of three newsletters. The pre- and post-evaluation questionnaires were returned anonymously to the nursery student teacher by the parents with a response rate of 100 percent. The clinicians, also, anonymously returned their post-evaluation questionnaires with a 100 percent response rate.

Although all of the children were from two-parent families, at no time did a family have more than one parent at any meeting. Only one family was represented by the father. The data presented in Table 2 indicated that 90 percent of the parents voluntarily attended at least two out of the four Brown Bagger meetings (Appendix B, item 10).

Table 2
Parent Attendance at Meetings

Number of Meetings	Number of Parents who Attended	Percentage
4	0	0
3	5	50
2	4	40
1	1	10
0	0	0

As indicated in Table 3, one hundred percent of the ten parents read at least two out of three newsletters (Appendix B, item 12). Only one mother, or ten percent of the parents, contributed to any newsletters. This parent submitted information to two newsletters (Appendix B, item 13).

Table 3
Newsletters Read by Parents

Number of Newsletters	Number of Parents Who Read the Newsletters	Percentage
3	8	80
2	2	20
1	0	0
0	0	0

The standard of performance for this objective was that 75 percent of the parents who attended two out of four meetings and/or read or contributed to two out of three newsletters would increase and/or maintain the frequency of their child's therapy on six of the eight items on the pre-evaluation and post-evaluation questionnaires (Appendices A and B, items 2-9). The standard of performance was met as shown in Table 4. One hundred percent of the parents whose children were served by this speech program increased and/or maintained the frequency of their child's therapy.

Table 4
Increase and/or Maintenance
of Therapy by Parents According to
Pre- and Post-Evaluation Questionnaire Items

Items Increased and/or Maintained ^a	Number of Parents who Responded	Percentage
8 (8)	3	30
7 (8)	4	40
6 (8)	3	30

^aNumbers in parentheses indicate the number of questionnaire items.

One hundred percent of the six clinicians whose clients' parents attended two out of four meetings, also, responded that as a result of informational training from the clinicians, the parents assumed a more prominent role in their child's speech therapy. The clinicians responded favorably to this question on the post-evaluation questionnaire (Appendix C, item 14).

Another objective of this practicum was that the parents and clinicians would communicate meaningfully and gain ideas by sharing information, techniques and materials. One means of accomplishing this objective was by providing a monthly series of luncheon meetings which were held at the Early Learning Center for those parents and clinicians able to attend.

A positive evaluation was considered to be one in which 75 percent of the parents who responded to questionnaire statements at the end of each meeting indicated for two out of three of the items that they shared information, techniques, materials, and ideas (Appendix D). This goal was more than met as demonstrated in Table 5 by 100 percent of the respondents for each meeting.

Table 5
Parents' Responses on Meeting Evaluations

	Number of Favorable Responses ^a	Number of Parents Who Responded	Percentage
Meeting I	3 (3)	5	83.3
	2 (3)	1	16.6
Meeting II	3 (3)	6	85.7
	2 (3)	1	14.2
Meeting III	3 (3)	2	40
	2 (3)	3	60
Meeting IV	3 (3)	6	100

^aNumbers in parentheses indicate the possible number of responses.

For the fourth meeting, the affirmative response from the parents was an overwhelming 100 percent (Table 5). It appeared that the parents truly became involved with this session that they coordinated

and participated in. They seemed to have a very positive feeling about sharing their ideas and materials during this Brown Bagger.

A similar positive response from the clinicians was considered to be one in which 75 percent of the responding clinicians whose clients' parents were in attendance at the meeting indicated for two out of three of the questionnaire items that there was meaningful communication with the parents by the sharing of information, techniques, materials, and ideas (Appendix E). The data in Table 6 illustrated that this objective was met by 100 percent of the allowable respondents for each meeting. All seven clinicians voluntarily participated in each of the four meetings (Appendix C, item 1). Three clinicians were responsible for two clients, which accounted for the discrepancy between the number of parents and clinicians responding in Tables 5 and 6.

Table 6
Clinicians' Responses on Meeting Evaluations

	Number of Favorable Responses ^a	Number of Clinicians who Responded According to Criteria	Percentage
Meeting I	3 (3)	5	100
Meeting II	3 (3)	5	100
Meeting III	3 (3)	1	33.3
	2 (3)	2	66.6
Meeting IV	3 (3)	5	100

^aNumbers in parentheses indicate the possible number of responses.

Sixty percent of the parent respondents and 66 percent of the clinician respondents for the second item of the third parent meeting which asked, "Did you play games with your (child's clinician/client's parent) so that (you/s/he) would understand how to use the games with the child?" responded negatively (Tables 5 and 6). The explanation for this negative reply was related in the comment section by both the parents and clinicians who felt that they simply needed more time for this particular game-making and playing workshop. Based upon this response, it appeared to be advisable to provide an additional time allotment for a "hands on" meeting.

These 100 percent responses from the parents and clinicians were even more positive than hoped for by this educator. Representative comments made by the parents on the individual meeting evaluation questionnaires were as follows:

"The video tapes were especially interesting. The opportunity to speak with the therapist is informative and encouraging."

"Keep up the good work!"

"I liked the 'spur of the moment' games and fun games to be played while driving in a car."

"I think the idea of making and sharing things like games is really great!"

The following comments elicited by the clinicians on the meeting evaluation questionnaires were also favorable:

"Good session. Meeting with my client's parent was very worthwhile."

"Session was very helpful and ideas were excellent."

"The session was excellent. The parent coordinator was well prepared. Everything went smoothly."

Exceeding the proposed standard of performance of 75 percent, 100 percent of the parents and clinicians responded favorably to an item on their respective questionnaires (Appendices B, item 11 and C, item 3). This item stated that the clinicians and parents as a result of participating in the meetings communicated meaningfully by sharing information, techniques, materials and ideas.

The parents commented that the communication was meaningful in the following ways:

"I found out what my child was doing in the class, what her problems were, and what I could do."

"In particular, being able to share my knowledge of our child as a parent and to hear from the clinician as a teacher."

"I was able to compare my child's attention span between our sessions at home and in school. The clinician was helpful in sharing some of her ways of keeping his attention span."

"Exchanging reinforcers and simple games to play was helpful."

Representative comments from the students concerning meaningful communication between the parents and the clinicians as a result of participating in the meetings series were:

"The clinician was able to better understand the family situation. Information about interests, etc. was gained by both parties."

"It gave the parents and clinicians an opportunity to interact and share ideas on an informal basis."

"The clinician was able to discuss the child's progress with the parents as well as the goals for therapy. Together they could share ideas on how to help the child at home."

One hundred percent of the nine parents who attended at least two out of three meetings indicated on a post-evaluation questionnaire item that they would "like to see the Brown Bagger parent meetings continued" (Appendix B, item 20). All of the seven clinicians, also, responded favorably on the post-evaluation questionnaire item which stated that it was "important for the Brown Bagger parent meetings to continue" (Appendix C, item 12). With such positive replies from the parents and clinicians it was indicated that both parties felt that it was worthwhile to pursue the parent meetings during the second semester.

Another means of accomplishing the practicum objectives was the development of a newsletter system which supplemented the parent meetings and relayed information to those parents who were unable to participate at school because of scheduling difficulties. It was hoped that the parents, as a result of reading the newsletters, would

gain ideas and share techniques, information, and materials with the clinicians. This objective was measured by 75 percent of the parents who indicated that they read and/or contributed to two out of three newsletters (Table 3) responding positively to five out of six items on the post-evaluation questionnaire (Appendix B, items 14-19). The results in Table 7 showed that 90 percent of the parents met this objective.

Table 7
Questionnaire Responses from Parents
Who Read the Newsletters

Number of Items Responded to Favorably ^a	Number of Parents who Responded	Percentage
6 (6)	8	80
5 (6)	1	10
4 (6)	1	10

^aNumbers in parentheses indicate the number of questionnaire items.

Although all ten possible parents responded on the post-evaluation questionnaire that they read at least two out of three newsletters, the parent who attended only one meeting was the one parent who did not meet the criteria of replying favorably for five

out of six items. This might be an indication that there was a correlation between the success of information shared in the newsletter and an understanding of the speech program objectives through attendance at the parent meetings.

Only one parent contributed to the newsletters. Although parents were encouraged to submit ideas through requests in the newsletters and personal appeals were made for submission by this educator during the Brown Bagger meetings, the parents did not contribute material. Possibly, this might have been for the same reason that they were nervous about participating in the fourth Brown Bagger meeting which was conducted by the parents. After they discovered that they did, indeed, have worthwhile ideas at the fourth meeting, they might now feel more comfortable about contributing to the future newsletters.

All ten parents related positively to a specific item on the post-evaluation questionnaire (Appendix B, item 19). The parents were asked "Do you feel that as a result of contributing to or reading the newsletters the parents gained ideas and shared techniques, information, and material with the clinicians?" In addition to the one hundred percent favorable response to this question from the parents, they also contributed the following statements:

"I learned new word games to assist in speech development and, also, fun things to do with my child during 'waiting' times."

"Any parent needs all the ideas, help, and information they can get their hands on to help their child. I learned how to create games accordingly to help my child with his speech."

"Many activities were listed for home use."

The data presented in Table 8 showed that all seven clinicians, or that 100 percent, read at least two out of three newsletters. This exceeded the standard of performance of 75 percent.

Table 8
Newsletters Read by Clinicians

Number of Newsletters	Number of Clinicians who Read the Newsletters	Percentage
3	5	71.4
2	2	28.5
1	0	0
0	0	0

The results of the post-evaluation questionnaire shown in Table 9 indicated that 100 percent of the clinicians who read and/or contributed to two out of three newsletters responded positively to five of the six items (Appendix C, items 6-11). This percentage was higher than the 75 percent originally specified by this educator.

Table 9
Questionnaire Responses from Clinicians
Who Read the Newsletters

Number of Items Responded to Favorably ^a	Number of Clinicians who Responded	Percentage
6 (6)	6	85.7
5 (6)	1	14.3

^aNumbers in parentheses indicate the number of questionnaire items.

Over half, 57 percent, of the clinicians contributed to the newsletter as shown in Table 10. Although at first encouraged by their Supervisor, Professor Dalfonso, to submit information, the students quickly became enthusiastic about their role as contributors.

Table 10
Newsletters Contributed to by Clinicians

Number of Newsletters	Number of Clinicians who Contributed	Percentage
3	0	0
2	3	42.8
1	1	14.3
0	3	42.8

All seven clinicians, or 100 percent, responded favorably to an item on the post-evaluation questionnaire (Appendix C, item 11) that they felt a sharing of information, techniques, ideas and materials by parents and clinicians took place as a result of contributing to or reading the newsletters. One student stated on the post-evaluation questionnaire that she felt that this objective was met because "the content of the newsletters was such that the parents and clinicians were exposed to various ideas and information." Another clinician related that "the newsletter was a great source of information for the parents and clinicians."

Responding to an item on the post-evaluation questionnaire (Appendix C, item 13), 100 percent of the clinicians felt that it was "important for the speech newsletters to continue as a means of parent-clinician communication." One hundred percent of the parents responded affirmatively on the post-evaluation questionnaire to a similar statement (Appendix B, item 21). They related that they would "like to see the speech newsletters continued." One parent stated that she "found the newsletters very informative and helpful." She hoped that the contributors would "keep up the good work." With such supportive comments from the clinicians and the parents it was indicated that the newsletters should be an ongoing part of the speech program.

Conclusions

The results of this practicum indicated that all of the goals were successfully attained. Both parties felt that as a result of informational training from the clinicians that the parents assumed a more prominent role in their child's therapy. Also, as a result of attending and participating in parent meetings through sharing information, techniques, and materials and/or by reading and contributing to newsletters designed specifically to offer speech-related ideas, the parents and clinicians believed that they communicated meaningfully.

Accumulating evidence in the literature (Moone & Cooper, 1982) suggested that "parents have great influence upon their children, particularly their intellectual and academic achievement, and that programs which teach parents skills in educating their children are effective supplements or alternatives for preschool education" (Schaefer, 1976, p. 198). Ira Gordon (1968) emphasized that when home and school shared in educational experiences that children learned best. He felt that if the parents were involved that this enhanced the child's growth. When staff and parents were included in the development of a program such as this one, they built a shared ownership, as well as realistically assessing needs, commitment and each others' resources (Burns, 1982; Collins, Moles & Cross, 1982).

The parent participation concept pervaded P.L. 94-142, the Education for all Handicapped Children Act of 1975. It emphasized that in order for parents to become a part of educating their child at home that it was necessary for them to receive training and counseling for their parent-as-a-teacher role (Williams, Note 11). Turnbull and Turnbull (1982) stressed, as did this practicum, that "public policy should tolerate a range of parent involvement choices and options, matched to the needs and interests of the parents" (p. 20).

It was shown in the literature that when parents and teachers worked together the most effective teaching of young children occurred (Decker & Decker, 1980, pp. 222-223). This practicum dealt with student clinicians who were at first, although excited, very apprehensive about working with parents. They were younger than the parents, had not experienced parenting themselves, had never taken a course in parent relationships, and yet were expected to convey expert advice in the areas of child development and speech therapy techniques. It was crucial that the clinicians from the onset were able to express their sincere desire to acquire and share sensitive information with their clients' parents (Robison, 1983, pp. 446-447; Seefeldt, 1980, p. 40).

Reported, also, by Beveridge and Jerrams (1981, p. 259), many of the parents who initially attended the first meeting session were nervous because of past experiences with the local public school systems which did not actively encourage parent participation

and communication. They were not sure in the beginning how to interact with the student clinicians. It became apparent very quickly during face-to-face encounters at the meetings that the clinicians and parents were both attempting to assist the child. The clinicians soon learned that the parents' feelings were as much of a concern as the diagnosis and treatment of the child (Klein, 1976, p. 12; Marks, 1978, p. 39). The parents sensed the honest interest by the clinicians and responded by relating in a positive, open manner.

Lane (1978, p. 61) believed that a basic requirement for communication was that the clinicians and parents understood each other as people who had similar expectations and feelings. When the parents and clinicians met together, as they did during this practicum, they supported each others' efforts and reinforced ideas and goals (Seefeldt, 1980, p. 24). Leeper, Skipper and Witherspoon pointed to the necessity of home-school communications when they stated

Neither can work effectively without the understanding, support, and assistance of the other. Guiding the child is a cooperative endeavor. The parent and teacher... need to see the whole child, as he or she reacts in life at school and at home in order to provide a complete program (1979, p. 467).

The parents and clinicians were in total agreement with the importance of communicating ideas, techniques and materials. The clinicians, who also worked with clients at other centers where they did not

have this intense parent contact, felt so strongly about the effects of this communication that all seven clinicians voluntarily attended each of the four meetings.

The specific questions that the parents had concerning language development were effectively analyzed during meetings (Coletta, 1977, p. 66; Graham & Knight, 1982, p. 406). It was discovered by the parents and clinicians that they both had similar concerns which could be discussed together. Practical techniques and materials were shared and alternative methods of handling situations were suggested (Becker & Epstein, 1982; Klein, 1976, p. 11; Stevens & King, 1976, p. 225). In agreement with statements by Leeper et al. (1979, p. 928) and Maxim (1980, p. 445), one of the most successful meetings was a session that was planned by the parents with the focus on their ideas being shared. This "psychological membership" of the last meeting in the semester helped to demonstrate how prominent in their child's therapy the parents had become. Auerbach (1980) summed up the group meetings when she related that the parents and clinicians "learned from one another, evaluating, selecting, rejecting, building on the contributions of others, and extending their ideas and concepts to new dimensions" (p. 19).

The newsletters proved to be an excellent means of reaching all of the clinicians and parents. They were a time-consuming communication technique for this educator as the editor (Stevens &

King, 1976, p. 222), however the readers' favorable responses made the task worthwhile (Fedderson, 1972). The clinicians were the most enthusiastic contributors with the parents' submissions being rather sparse. Hopefully, when the parents' confidence in their own resources develops more fully, as it did during the fourth meeting, they will become frequent contributors to the newsletters (Lane, 1978, p. 6). The major thrust of the newsletters was to assist in stimulating the parents' interest in language activities for their children and in providing ideas to reinforce school learnings at home (Leeper, et al., 1979, p. 480; Maxim, 1980, p. 446). This goal was reached during the practicum.

Language training for the parents was deemed desirable, as they were the individuals, not the clinician, who had contact with their child for the major portion of the day during situations in which language was ordinarily utilized (Hatter & Hatter, 1974). The parent training in the context of naturally occurring activities helped to provide important opportunities for using language as a vehicle for assisting the parents to positively affect their child's speech development (Lombardino & Mangan, 1983, p. 360). The parent meetings and newsletters in this practicum opened lines of communication between the clinicians and parents which allowed them to share information, techniques and materials. This increased communication benefited both the parents and the clinicians and paved the way for the parents to assume a more prominent role in their child's therapy.

Recommendations

It was felt by this educator that the following recommendations should be considered by anyone who wished to implement a similar project:

1. It was important that the clinicians and parents both were made to feel welcome and comfortable at the meetings. Refreshments and an informal seating arrangement did much to aid communication in a relaxed manner. The provision of a quality baby-sitting service, also, enabled parents to attend the meetings without worrying about care for their youngsters.
2. All suggestions made by the clinicians and parents were accepted. It was emphasized that each idea contributed for the newsletters and the meetings was worthwhile.
3. It was critical that the individual responsible for contacting the clinicians was as committed to the concept of the importance of parent-clinician communication as the parent liaison person. Periodically, both parties needed to sincerely reassure the people involved of the excellence of their efforts.
4. The staff members needed to initially take a leadership role. It was crucial, however, to turn the program over to the clinicians and parents as soon as they were able to accept the responsibility. The staff needed to be available in an advisory capacity to assist whenever the parents and clinicians had questions or felt uncomfortable in a situation.

Dissemination of the Practicum

In order to share the ideas which evolved from this practicum with others in the field, this educator disseminated the information in the following manner:

1. "When Parents Want to Teach - Developing Parent Workshops."

This paper was presented at the National Association for the Education of Young Children national conference in Washington, DC on November 12, 1982.

2. "From Wrapping Paper to Games." This third Brown Bagger parent workshop was presented to the Kutztown State College student organization of the Association for the Education of Young Children on November 16, 1982.

3. "When Parents Want to Teach-Developing Parent Workshops."

This paper was selected for inclusion in the Educational Resources Information Center system (ERIC). The abstract appeared in the April, 1983 Resources in Education (Miller, 1983).

4. "Games, YES! Equipment, NO!" A portion of the second Brown Bagger parent meeting was selected for a presentation at the New England Association for the Education of Young Children regional conference in Boston, MA on April 23, 1983.

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KUTZTOWN STATE COLLEGE
KUTZTOWN, PENNSYLVANIA 19530

Early Learning Center
September 24, 1982

Dear

As you already know, this semester Mrs. Susan Miller, Early Learning Center preschool teacher, and Mr. Raymond Dalfonso, Director of the Speech Clinic, will be sponsoring a series of meetings for parents whose preschoolers are enrolled in the Early Learning Center speech program. Newsletters with articles contributed by the parents, clinicians, staff, and children will be sent home monthly. To assist them with planning these forms of communication between you and your child's clinician they need your input to make these programs successful.

Two forms are included so that both mother and father may each answer the questions if they desire. One envelope will be provided for both of your responses. The envelope may be handed to the nursery student teacher, Becky Smith, on or before October 7. Upon receiving your response, she will give you or your designee a free handout of Autumn language activities to play with your child.

These questions will take you about five minutes to answer. Your responses will be most helpful in planning the best possible speech program for you, your child and his/her clinician. Thank you for your cooperation.

Sincerely,

Dorothy C. Moyer, Ed.D.
Early Learning Center Coordinator

DCM:gk
Enclosures

Directions: Please check the appropriate response for each question.

1. Is this your child's _____ first year _____ second year in any speech program?
2. Do you play language ("talking") games at home with your child?
daily () frequently () sometimes () seldom () never ()
3. Do you play board games ("Candyland," "Winnie-the-Pooh") at home with your child?
daily () frequently () sometimes () seldom () never ()
4. Does your child help you with chores at home (folding laundry, setting the table)?
daily () frequently () sometimes () seldom () never ()
5. Do you and your child discuss the television programs that she/he watches?
daily () frequently () sometimes () seldom () never ()
6. Do you and your child talk about his/her clothes as he/she gets dressed and undressed?
daily () frequently () sometimes () seldom () never ()
7. Is your child included in the conversation during the family meals?
daily () frequently () sometimes () seldom () never ()
8. Do you read to your child at home?
daily () frequently () sometimes () seldom () never ()
9. Right now, how much time daily do you spend with your child on his speech therapy at home?
0 minutes () 5 minutes () 10 minutes () 15 minutes () 20 minutes ()

Needs Assessment

During the first few parent meetings we will make inexpensive speech games, observe videotapes of actual speech therapy sessions, learn verbal games to play, and share ideas that work with our children.

Please list any suggestions that you would like to have included in our meetings and newsletters (ex. - How do I motivate my child?)

If there is a special activity or idea that you would like to share with the group and yet wish to remain anonymous for the first part of this form, please write your name and suggestion on a separate piece of paper. You may hand your suggestion to Susan Miller or Beaky Smith when you bring your child to school. Your ideas will be greatly appreciated! We want this to be your program!!



KUTZTOWN STATE COLLEGE
KUTZTOWN, PENNSYLVANIA 19530

Early Learning Center
December 10, 1982

Dear

Susan Miller, Early Learning Center preschool teacher, and Raymond Dalfonso, Director of the Speech Clinic, are attempting to gather information to determine the effectiveness of the "Brown Bagger" parent meetings and newsletters. They wish to know if you would like to have these two forms of communication between you and your child's clinician continue during the next semester. Your responses will be taken into consideration as they plan for the spring semester.

Two forms are included so that both mother and father may each answer the questions if they desire. One envelope will be provided for both of your responses. The sealed envelope may be handed to the nursery student teacher, Julie Green, on or before December 20. Upon receiving your response, she will give you or your designee a free packet of language games and activities for you to enjoy with your child over the holiday semester break.

These questions will take you less than ten minutes to answer. Your responses will be most helpful in planning the best possible speech program for you, your child and his/her clinician. Thank you for your assistance.

Sincerely,

Dorothy C. Moyer, Ed. D.
Early Learning Center Coordinator

DCM:gk
Enclosure

Directions: Please check the appropriate response for each question.

1. Is this your child's _____ first year _____ second year in any speech program?
2. Do you play language ("talking") games at home with your child?
daily () frequently () sometimes () seldom () never ()
3. Do you play board games ("Candyland," "Winnie-the-Pooh") at home with your child?
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daily () frequently () sometimes () seldom () never ()
5. Do you and your child discuss the television programs that she/he watches?
daily () frequently () sometimes () seldom () never ()
6. Do you and your child talk about his/her clothes as he/she gets dressed and undressed?
daily () frequently () sometimes () seldom () never ()
7. Is your child included in the conversation during the family meals?
daily () frequently () sometimes () seldom () never ()
8. Do you read to your child at home?
daily () frequently () sometimes () seldom () never ()
9. Right now, how much time daily do you spend with your child on his speech therapy at home?
0 minutes () 5 minutes () 10 minutes () 15 minutes () 20 minutes ()

Parent Meetings

10. I attended the following number of "Brown Bagger" parent meetings.
_____ 0 _____ 1 _____ 2 _____ 3 _____ 4
11. Do you feel that the parents, as a result of participating in the seminar/workshop series were able to communicate meaningfully with the clinicians by sharing information, techniques, materials and ideas.
_____ Yes _____ No _____ I did not attend _____ The clinician did not attend

If yes, in what way? _____

If no, why not? _____

Newsletters

(12) I read the following number of newsletters.

____ 0 ____ 1 ____ 2 ____ 3

(13) I contributed to the following number of newsletters.

____ 0 ____ 1 ____ 2 ____ 3

(14) Did the newsletters make program expectancies clear?

____ Yes ____ No ____ I did not read

(15) Did the newsletters keep you informed of events related to your child's speech program?

____ Yes ____ No ____ I did not read

(16) Did the newsletters stimulate interest in speech activities experienced by your child?

____ Yes ____ No ____ I did not read

(17) Did the newsletters provide suggestions to help you reinforce and extend school learning at home?

____ Yes ____ No ____ I did not read

(18) Did the newsletters give you an opportunity to share your ideas with others if you wished to contribute?

____ Yes ____ No

Suggestions for the newsletters: _____

-3-

- (19) Do you feel that as a result of contributing to or reading the newsletters the parents gained ideas and shared techniques, information, and material with the clinicians?

☒ Yes ☐ No ☐ Did not read

If yes, how? _____

If no, or did not read, why not? _____

Second Semester Planning Questions

- (20) Would you like to see the "Brown Bagger" parent meetings continued?

☐ Yes ☐ No ☐ I did not attend

If your response is no or did not attend, why not? _____

- (21) Would you like to see the speech newsletters continued?

☐ Yes ☐ No ☐ I did not read

If your response is no or did not read, why not? _____

- (22) Please feel free to list topics or ideas that you would like to have presented in the future (ex. How hearing tests are administered). Also, list ways in which you would like these suggestions presented (ex. meetings - films, newsletters - cartoons).

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



KUTZTOWN STATE COLLEGE
KUTZTOWN, PENNSYLVANIA 19530

Early Learning Center
December 10, 1982

Dear

Susan Miller, Early Learning Center preschool teacher, and Raymond Dalfonso, Supervisor of Speech Clinicians, are attempting to gather information to determine the effectiveness of the "Brown Bagger" parent meetings and newsletters. They wish to know if you would like to have these two forms of communication between you and your client's parents continue during the next semester. Your response will be taken into consideration as they plan for the second semester.

An envelope is provided for you to place your completed form. The sealed envelope may be handed to the nursery student teacher, Julie Green, on or before December 20. Upon receiving your response, she will give you a coupon that may be exchanged for laminating one speech game free of charge at the Early Learning Center.

These questions will take you less than ten minutes to answer. Your confidential responses will be most helpful in planning the best possible speech program for you, your client and his/her parent(s). Thank you for your assistance.

Sincerely,

Dorothy C. Moyer, Ed.D.
Early Learning Center Coordinator

DCM:gk
Enclosure

Directions: Please check all appropriate items on this form. Feel free to make suggestions.

Parent Meetings

- (1) I attended the following number of "Brown Bagger" parent meetings.

_____ 0 _____ 1 _____ 2 _____ 3 _____ 4

- (2) My client's parent(s) attended the following number of parent meetings.

Client #1

_____ 0 _____ 1 _____ 2 _____ 3 _____ 4

Client #2

_____ 0 _____ 1 _____ 2 _____ 3 _____ 4

- (3) Do you feel that the clinicians, as a result of participating in the seminar/workshop series were able to communicate meaningfully with the parents by sharing information, techniques, materials, and ideas?

_____ Yes _____ No _____ I did not attend

If yes, in what way? _____

If no, why not? _____

Newsletters

- (4) I read the following number of newsletters.

_____ 0 _____ 1 _____ 2 _____ 3

- (5) I contributed to the following newsletters.

_____ 0 _____ 1 _____ 2 _____ 3

- (6) Did the newsletters make program expectancies clear?

_____ Yes _____ No _____ I did not read

- (7) Did the newsletters keep parents informed of events related to your client's speech program?

_____ Yes _____ No _____ I did not read

-2-

- (8) The newsletters stimulated parents' interest in activities experienced by their child.

_____ Yes _____ No _____ I did not read

- (9) The newsletters provided suggestions to help the parents reinforce and extend school learning at home.

_____ Yes _____ No _____ I did not read

- (10) Did the newsletters give you an opportunity to share your ideas with others if you wished to contribute?

_____ Yes _____ No

Suggestions for the newsletters: _____

- (11) Do you feel that a sharing of information, techniques, ideas and materials by parents and clinicians took place as a result of contributing to or reading the newsletters?

_____ Yes _____ No _____ I did not read

If yes, how? _____

If no, why not? _____

Second Semester Planning Questions

- (12) It is important for the "Brown Bagger" parent meetings to continue.

_____ Yes _____ No

If no, why not? _____

- (13) It is important for the speech newsletters to continue as a means of parent-clinician communication.

_____ Yes _____ No

If no, why not? _____

-3-

- (14) As a result of informational training from the clinicians, the parents now assume a more prominent role in their child's speech therapy?

_____ Yes _____ No

Comments: _____

- (15) Please feel free to list topics or ideas that you would like to have presented in the future (ex. Motivational techniques). Also, list ways in which you would like these suggestions presented (ex. meetings - films, newsletter - cartoons).

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

"Brown Bagger" Parent Meetings: Session One (Parent Evaluation)

Directions: Please check all appropriate items on this form.

- (1) The slide presentation was helpful to me in understanding the speech program.

_____ Yes _____ No

- (2) I had an opportunity to informally interact with my child's clinician.

_____ Yes _____ No _____ Clinician did not attend

- (3) During the discussion led by Mr. Dalfonso, I learned about the importance of my parental input into my child's language development.

_____ Yes _____ No

Suggestions for the first session: _____

"Brown Bagger" Parent Meetings: Session Two (Parent Evaluation)

Directions: Please check all appropriate items on the form.

I attended the following number of parent meetings.

_____ 1 _____ 2

- (1) Observing a clinician model techniques on videotape was helpful to me.

_____ Yes _____ No

- (2) Role playing a "mini" therapy session enabled me to better understand my child's sessions with the clinician.

_____ Yes _____ No

- (3) The games period enabled me to understand what I could do with my child at home.

_____ Yes _____ No

Suggestions for the second session: _____

"Brown Bagger" Parent Meetings: Session Three (Parent Evaluation)

Directions: Please check all appropriate items on this form.

I attended the following number of parent meetings.

____ 1 ____ 2 ____ 3

- (1) Did you enjoy making games to use at home with your child to improve his/her speech?

____ Yes ____ No

- (2) Did you play the games with your child's clinician so that you understand how to use the games with your child?

____ Yes ____ No ____ Clinician did not attend

- (3) Did you and your child's clinician share goals for your child as you worked together?

____ Yes ____ No ____ Clinician did not attend

Suggestions for the third session: _____

"Brown Bagger" Parent Meetings: Session Four (Parent Evaluation)

Directions: Please check all appropriate items on this form.

I attended the following number of parent meetings.

____ 1 ____ 2 ____ 3 ____ 4

- (1) Did you discover new techniques and materials from the other parents and the clinicians that you would like to try at home with your child?

____ Yes ____ No

- (2) Did you find sharing workable ideas with other parents and the clinicians during group discussions beneficial?

____ Yes ____ No

- (3) Did you feel a sense of fellowship with the clinicians and parents during the group discussions?

____ Yes ____ No

Suggestions for the fourth session: _____

"Brown Bagger" Parent Meetings: Session One (Clinician Evaluation)

Directions: Please check all appropriate items on this form.

- (1) The slide presentation helped the parents to understand the speech program.

_____ Yes _____ No

- (2) I had an opportunity to informally interact with my client's parent(s).

_____ Yes _____ No _____ Parent did not attend

- (3) The parents learned about the importance of their input into their child's language development through the discussion led by Mr. Dalfonso.

_____ Yes _____ No

Suggestions for the first session: _____

"Brown Bagger" Parent Meetings: Session Two (Clinician Evaluation)

Directions: Please check all appropriate items on this form.

I attended the following number of parent meetings.

_____ 1 _____ 2

My client's parent(s) attended the following number of parent meetings.

_____ 0 _____ 1 _____ 2

My client's parent(s) attended this meeting.

_____ Yes _____ No

- (1) It was helpful for the parents to observe a clinician model techniques on videotapes.

_____ Yes _____ No

- (2) Role playing "mini" therapy sessions with parents helped them to better understand their child's sessions with the clinician.

_____ Yes _____ No

- (3) The games period enabled the parents to see what they could do with their child at home.

_____ Yes _____ No

Suggestions for the second session: _____

"Brown Bagger" Parent Meetings: Session Three (Clinician Evaluation)

Directions: Please check all appropriate items on this form.

I attended the following number of parent meetings.

____ 1 ____ 2 ____ 3

My client's parent(s) attended the following number of meetings.

____ 0 ____ 1 ____ 2 ____ 3

(1) Did you enjoy making language games with your client's parents?

____ Yes ____ No ____ Parent did not attend

(2) Did you play the games with your client's parent(s) so that they would understand how to use the games with their child?

____ Yes ____ No ____ Parent did not attend

(3) Did you and your client's parent(s) share goals for the child as you constructed games together?

____ Yes ____ No ____ Parent did not attend

Suggestions for the third session: _____

"Brown Bagger" Parent Meetings: Session Four (Clinician Evaluation)

Directions: Please check all appropriate items on this form.

I attended the following number of parent meetings.

____ 1 ____ 2 ____ 3 ____ 4

My client's parent(s) attended the following number of meetings.

____ 0 ____ 1 ____ 2 ____ 3 ____ 4

My client's parent(s) attended this meeting.

____ Yes ____ No

- (1) Did the parents and clinicians discover new techniques and materials that they could try with "their" child?

____ Yes ____ No

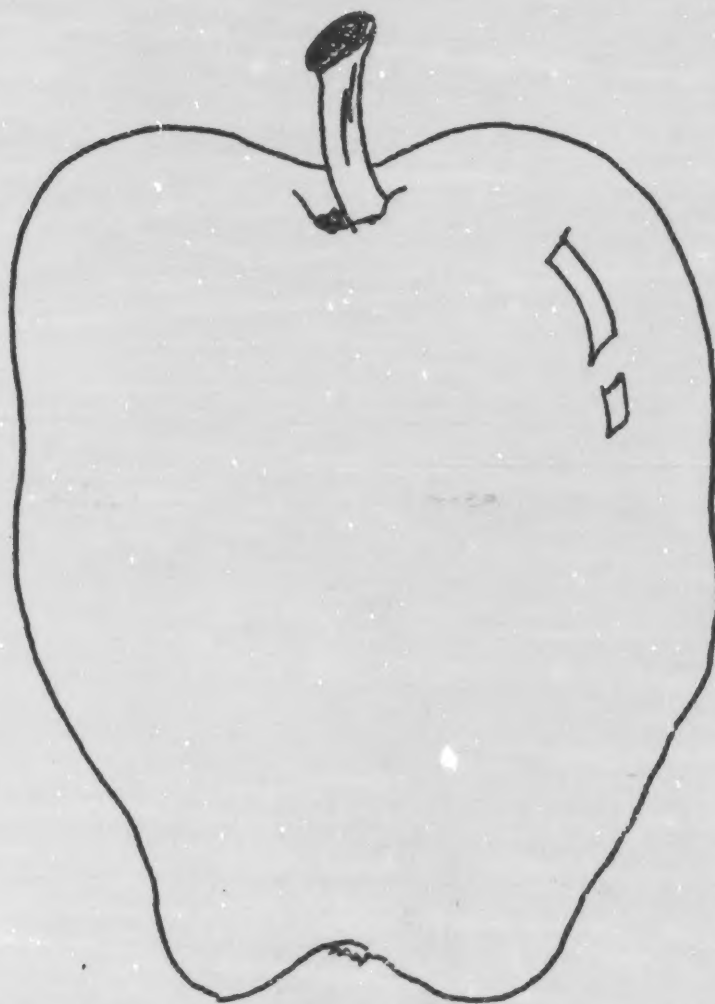
- (2) It was beneficial for the parents and the clinicians to share workable ideas during group discussions.

____ Yes ____ No

- (3) Did you feel a sense of fellowship with the clinicians and parents during the group discussions?

____ Yes ____ No

Suggestions for the fourth session: _____



Guess what is inside this apple? Hold it up to the light and see.

Have mommy or daddy cut a real apple in half. What do you see? Talk about it.

Share the apple. Tell words that describe how the apple tastes. 138



Leaf Games

129

See how many action words relating to fall leaves you can think of. Act them out while you say them.



Play movement games with your child in the leaves. Try to use as many "opposites" as you can.

- walk s-l-o-w-l-y
- walk fast
- jump up
- sit down

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Together, collect ten different leaves of various sizes and shapes. Cut each leaf in half.



Beginning with 2 leaves, find the parts that match. Add another "leaf puzzle" when this becomes easy! Talk about big/little, long/short, fat/thin, etc.

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Listen to the poem "Seasons"
by Louise Binder Scott.

"Autumn is here ; autumn is here.
The little grey squirrels tell us
Autumn is here!"



Take an autumn walk together
and note characteristics of the
fall season.

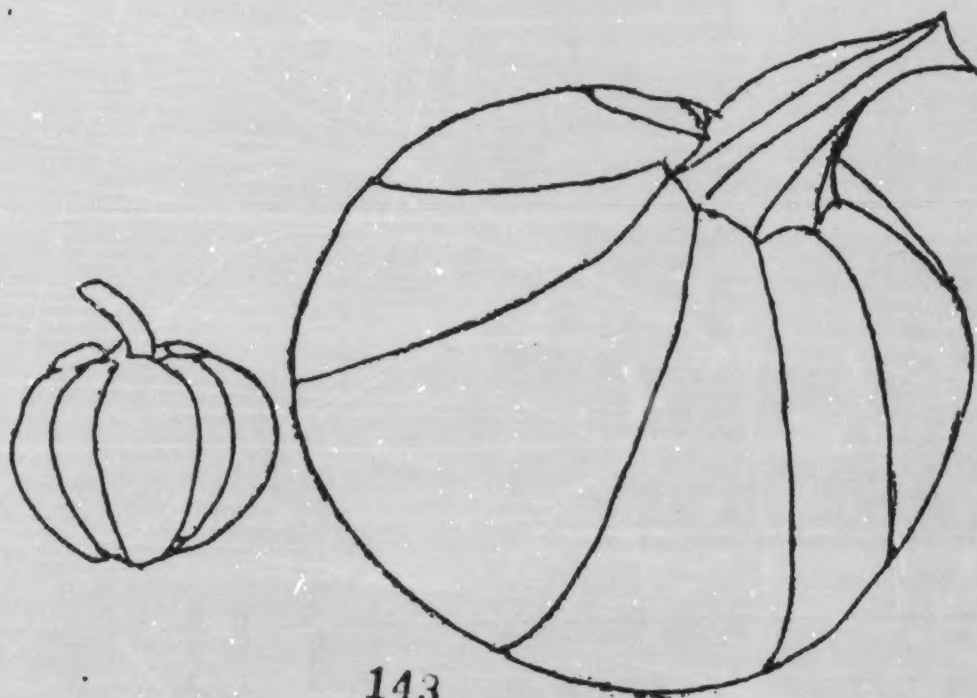
How can your child tell
"Autumn is here!"

(ex. Pumpkins tell us autumn
is here!)



Can you —

- * find and name things that are round like a pumpkin?
- * discover and describe things that are the same color as a pumpkin?
- * tell other things that grow from a seed like a pumpkin?



Autumn LottoTo Make the Game:

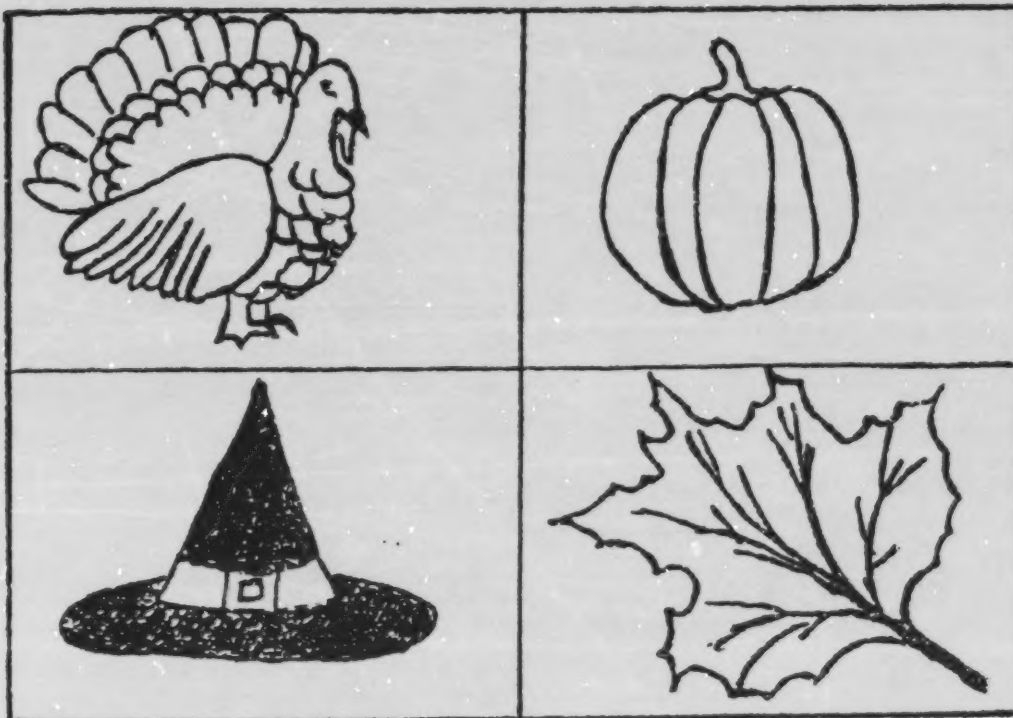
Cut around (1) and (2) to create the two game boards from the first page. On the second page, cut around each individual picture.

To Play Lotto:

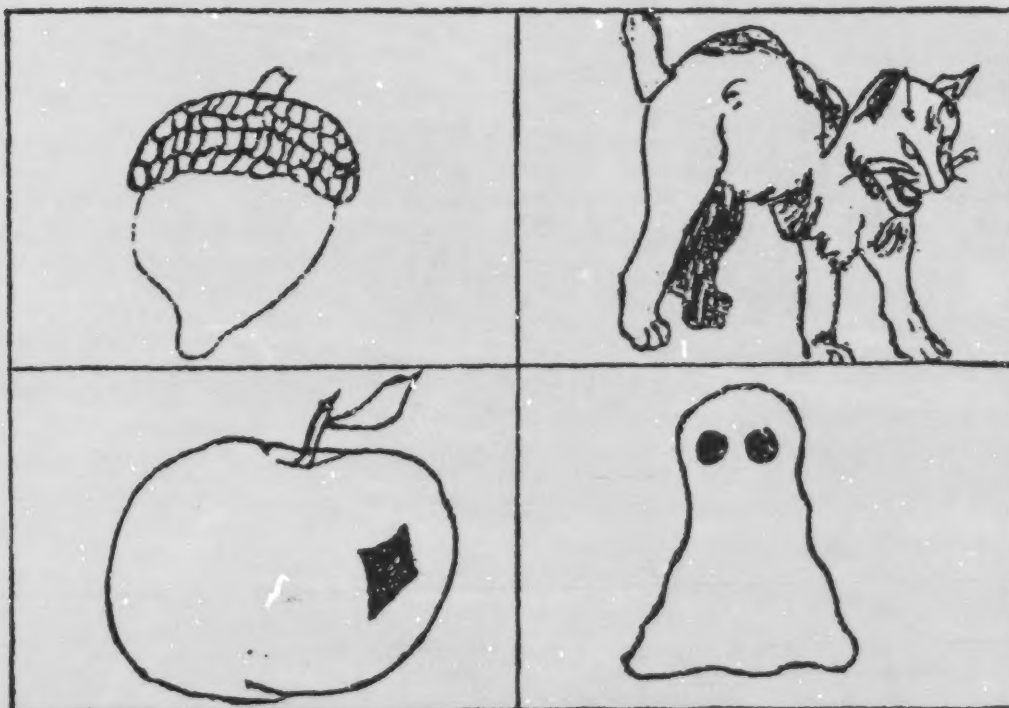
Each player receives one board. The eight individual pictures are placed face down. The first player takes a picture. If s/he has a match on the board, s/he names the picture and takes another picture. If the player does not have a match and the opponent correctly names the picture it goes on their board. The opponent has the next turn. The object is to fill the card. (To eliminate "winning" - continue playing until both cards are filled.) Switch cards for the next game.

Autumn Lotto

①

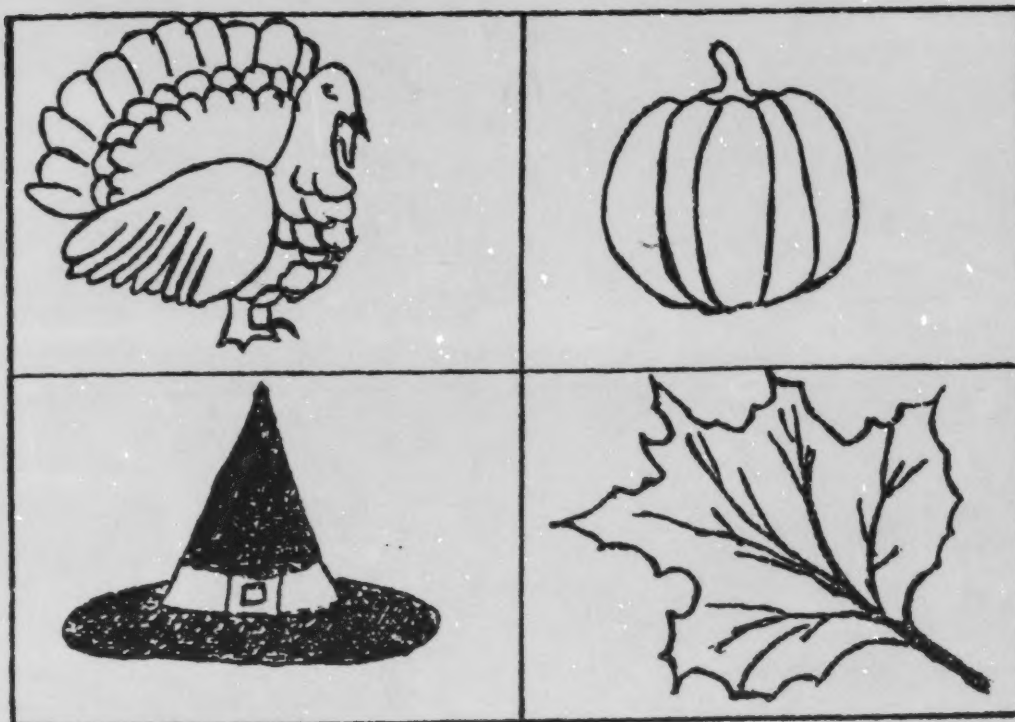


②

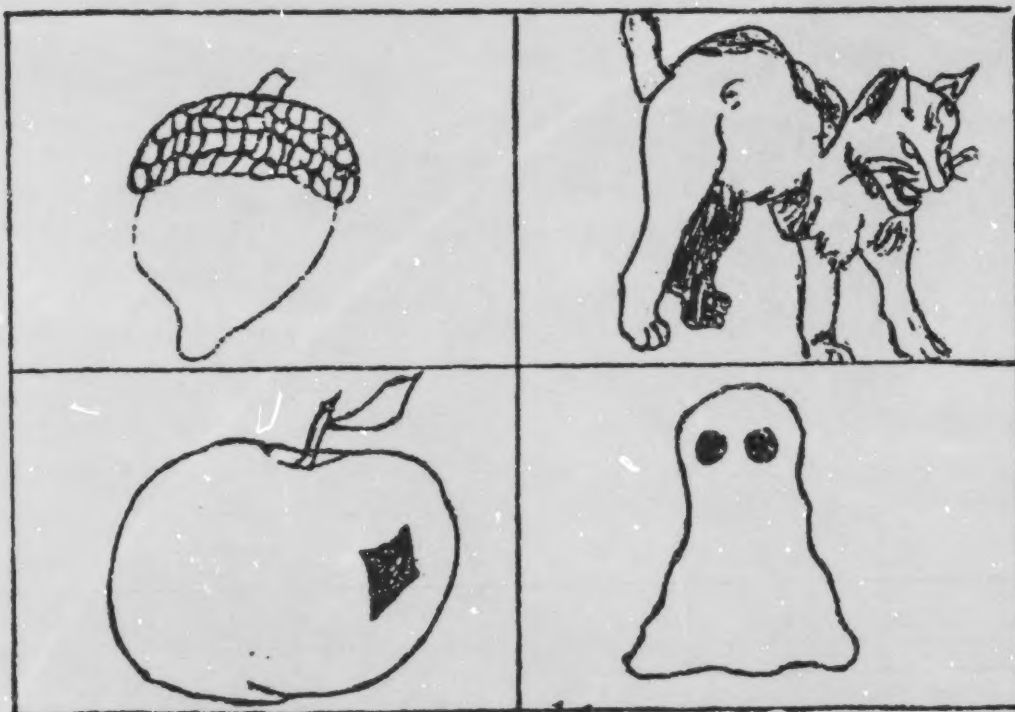


Autumn Lotto

①



②



Use a magazine or catalog to —

* Find a picture about an autumn, Halloween or Thanksgiving activity. Show your child the picture for one minute. Cover the picture. Have your child tell you as many things about the picture as s/he remembers.

* cut out clothes that people would wear for fall weather. Discuss colors and name each article as you paste a color collage.



Create a Halloween Paper Bag Hand Puppet

materials : paper lunch bag
crayons or markers

directions :

- (1) Draw features on the bag with a marker.
The crease may be used for a mouth. The
hand fits inside the crease to make the
puppet "talk" when the mouth moves.
- (2) The bag may be opened up and the
features drawn on the front.



(1)



(2)

You may tell your
own stories or
dramatize your
"favorite" stories!

Enjoy a "finger play" (poem with motions)
with your child.

- ① Two little apples hanging on a tree,
(make two fists)



- ② Two little apples smiling at me.
(turn open hands forward)



Enjoy a "fingerplay" - pg. 2

- ③ I shook that tree as hard as I could
(shake arms and body)



- ④ Down came the apples,
(squat down)



- ⑤ Mmm - were they good!
(rub your tummy)



Make some "Pumpkin" Treats

Count ingredients...discuss flavors, tastes, and textures...talk about shapes...compare smells...invite someone to share...

1. Mrs. Miller's Pumpkin Faces

Cut soft white bread in rounds with an aerosol can top or circular cookie cutter. (feed the scraps to the birds.) Spread each bread round with orange cheese spread. Decorate your "pumpkin face". You might use grapes, raisins, green pepper, or shredded carrot hair.



2. Nathan and Beth Hertzog's Cheese Pumpkins

Grate orange cheese (cheddar, colby). Roll grated cheese with your hands into little "pumpkin balls". Decorate with green pepper or celery.



3. Matthew, Tom and Josh Hortle's Pumpkin Bread

3 c. sugar	2 t. baking soda
1 c. Wesson Oil	2 t. cinnamon
4 large eggs	2/3 c. water
1½ t. salt	2 c. pumpkin
3½ c. flour	

Cream together sugar, oil, and eggs. Add remaining ingredients and mix. Put into 3 greased 1 lb. coffee cans or 1 tube pan and 1 loaf pan. Bake in 350° oven for 1 hour.



Holiday



Happenings

for

You

and

Your Child



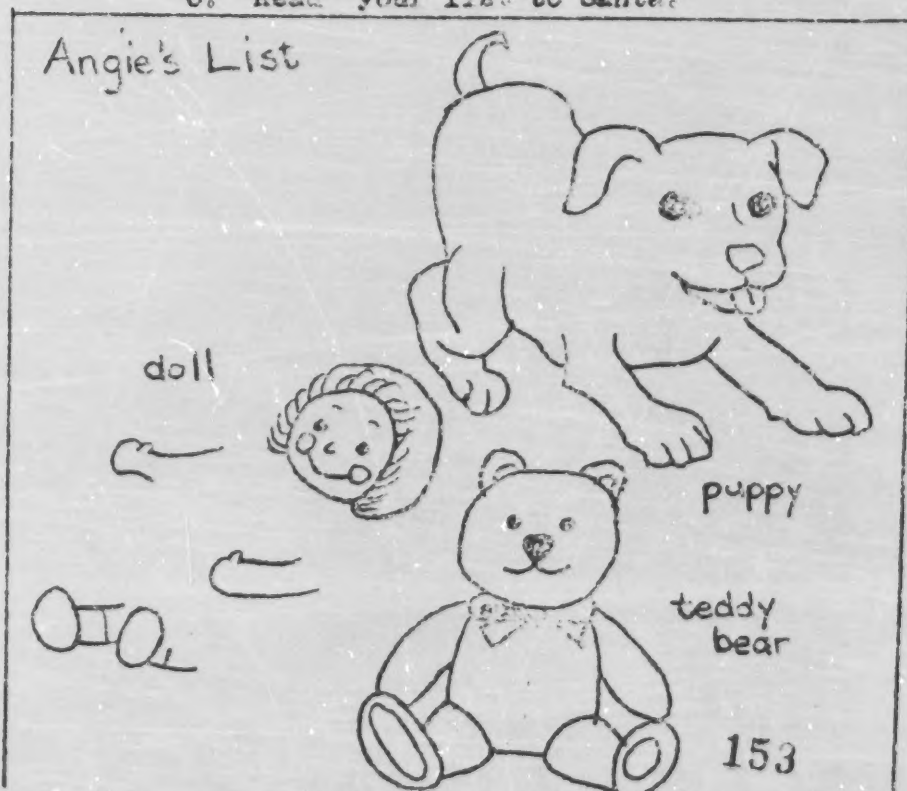
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Help Santa with his Shopping list

You will need: scissors
 paste
 old magazines or a catalog
 construction paper
 magic marker

To make the "list":

1. Decide who you want to "shop" for (Mommy, Daddy, You, Brother, Sister, Etc.).
2. Look for pictures of things in magazines that they would like for Christmas.
3. Cut out the pictures.
4. Paste them on your construction paper shopping list.
5. Tell Mommy or Daddy the words for the objects so that they can write them down.
6. "Read" your list to Santa.



A RIBBON GAME

Materials needed: Ribbon (Save all your ribbon when opening gifts!)
Scissors

To make: 1. Cut ribbon into various lengths.

To play: 2. Instruct your child to find the shortest ribbon. The longest ribbon. Have your child put all the ribbons in order, beginning with the shortest ribbon.

Variations: 3. Have your child be the "instructor". Let him tell you to find the shortest ribbon, etc.

See if your child can find things in the room that are the same width or length as the specific ribbon. Name all of the objects.

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A Nursery Rhyme to Dramatize

Little Jack Horner,
Set in the corner,
Eating his Christmas pie.
He stuck in his thumb,
And pulled out a plum.
Then he said,
"What a good boy am I!"

Jack thought that you were such good boys and girls,
too, that he would like to share a THUMB PIE recipe
with you.

Ingredients: 1 cup whole-wheat flour

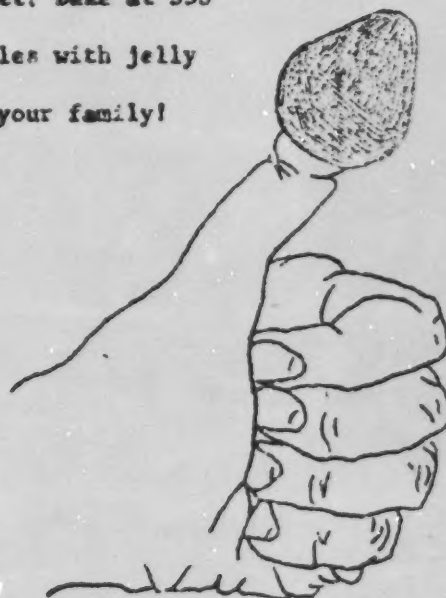
½t. salt

¼c. margarine

1T. honey

2T. water

To make: Mix all ingredients together. Form into little
balls. If the mixture is too flakey, add a little
more water. Make a thumb print in each ball.
Place on a greased cookie sheet. Bake at 350°
for 8-10 minutes. Fill the holes with jelly
or peanut butter. Share with your family!



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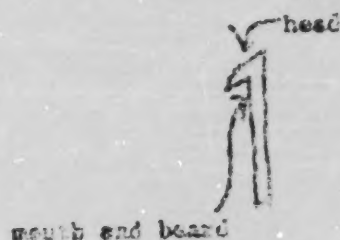
SANTA CLAUS

Color this Santa.

Paste on cotton balls if you wish.

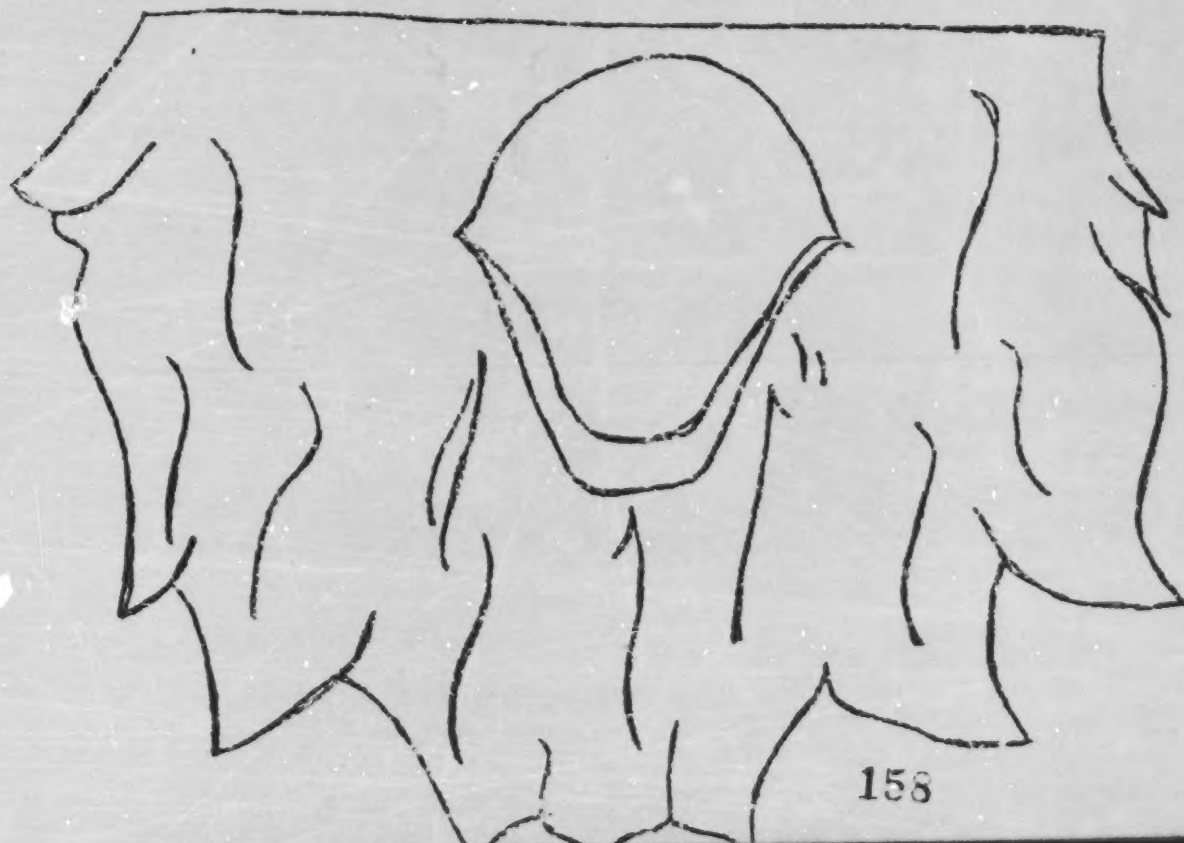
Have Mom or Dad help cut him out.

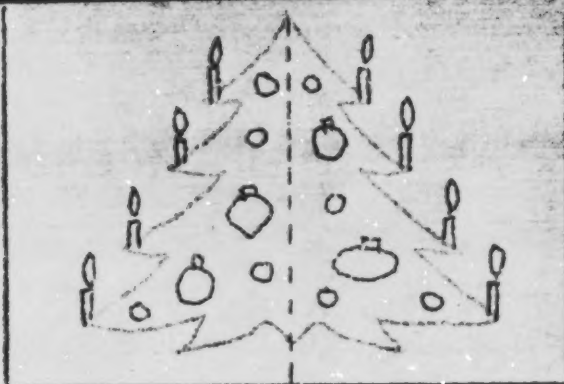
Paste him on a small (sandwich size) paper bag. The top of the head goes on the flat bottom of the bag. The mouth and beard should be pasted underneath the flap.



Can you make Santa "talk" to you?
Tell him what you would like for Christmas.
Let him know how you help Mommy and Daddy at home.

(Mahoney, A. Project E.E.S. The language development handbook. Spencer Co.,
Ky: Kentucky Dept. of Ed., p. 112.)





CHRISTMAS CARD GAME

A game for two players. Mix the cards well, and give each player 7 cards. At each turn, a player draws a card from the other player's hand and tries to complete a picture. If a picture can be completed, it is placed in front of the player. The one with the most completed pictures at the end is a winner. Name your completed picture.



* Color pictures. Paste them on cardboard and cut the card out.
Cut cards in half.

(Mahoney, A. Project P.E.S.T., Language development handbook. Spencer Co., KY: Kentucky Dept. of Ed., p. 161).

What is a "Brown Bagger"?

Come and find out at the
Early Learning Center
on September 30, 1982
from 11-12.

Bring a brown bag lunch for
you and your child(ren).
Beverage will be provided.

Your child(ren) will have a "picnic"
while you:

- * meet your child's speech clinician
- * see a slide show explaining the
speech program.
- * hear Professor Ray Daltonso,
Director of the Speech Clinic,
discuss language development in
the young child and the impor-
tance of parental input.

It will be an informal, informative hour.

Susan A. Miller

Future "Brown Bagger" dates
to circle
on your calendar —

October 26th

November 16th

December 9th

Please return this section to
school with your child.

☐ (I, we) will be there!

☐ (I, we) will not

adults' names _____

Names of children

ages

What is a "Brown Bagger"?

Come and find out at the
Early Learning Center
on September 30, 1982
from 11-12.

Bring a "brown bag" lunch.
Beverage will be provided.

You will have the opportunity to-

- * meet your client's parent(s)
- * see a slide show explaining
the speech program
- * hear Professor Ray Dalfonso
discuss language develop-
ment in the young child and
the importance of
parental input.

It will be an informal, informative hour.

Susan A. Miller

Future "Brown Bagger"
dates to circle
on your calendar:

October 26th
November 16th
December 9th

Please return this form to
Mrs. Susan Miller at the
Early Learning Center.

☐ I will
☐ I will not > be there!

Clinician's name _____

Name of client(s) _____

What: "Brown Bagger" parent seminar/workshop

When: Tuesday, October 26th (11:00-12:00)

Where: Children - Nursery, Room #117
Adults - Room #1212 (TV classroom)

Bring: A brown bag lunch.
Beverage will be provided.

Activities: * View and discuss a videotape of one of our clinicians working with his client at the Early Learning Center.

* Interact with your child's clinician to learn speech language games, techniques, and ideas.

* Develop and play verbal games.

Bonus: A free activity booklet for you and your child.

----- (Please return this response sheet) -----

Yes, (I, We) will attend ☐.

No, (I, We) will not attend ☐.

Name _____

Children

Ages

Susan A. Miller

REMINDER:

BROWN BAGGER

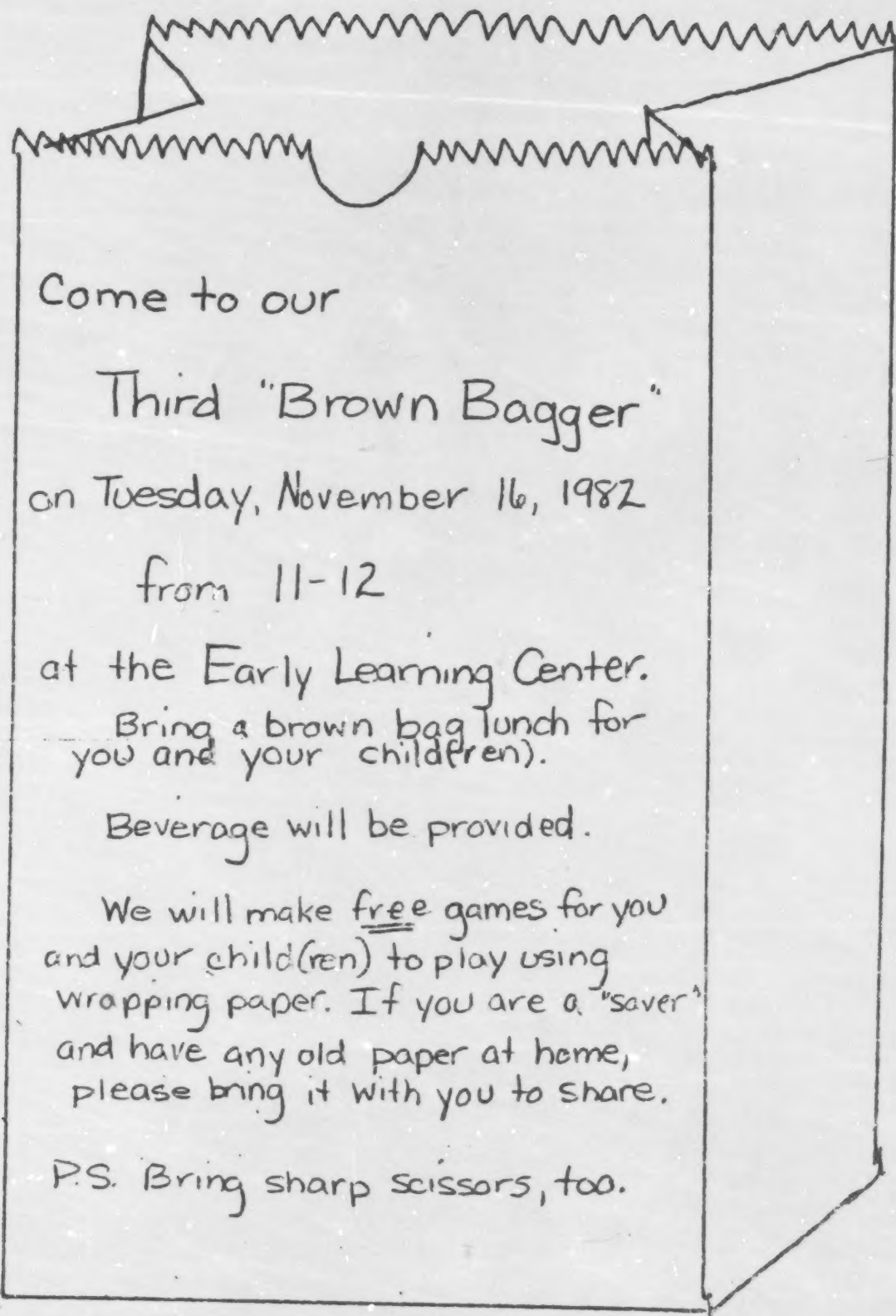
on Tuesday, Oct. 26th

☐ Yes, I will attend

☐ No, I will not attend

NAME _____

Names for our Newsletter Contest



Come to our

Third "Brown Bagger"
on Tuesday, November 16, 1982
from 11-12

at the Early Learning Center.

Bring a brown bag lunch for
you and your child(ren).

Beverage will be provided.

We will make free games for you
and your child(ren) to play using
wrapping paper. If you are a "saver"
and have any old paper at home,
please bring it with you to share.

P.S. Bring sharp scissors, too.

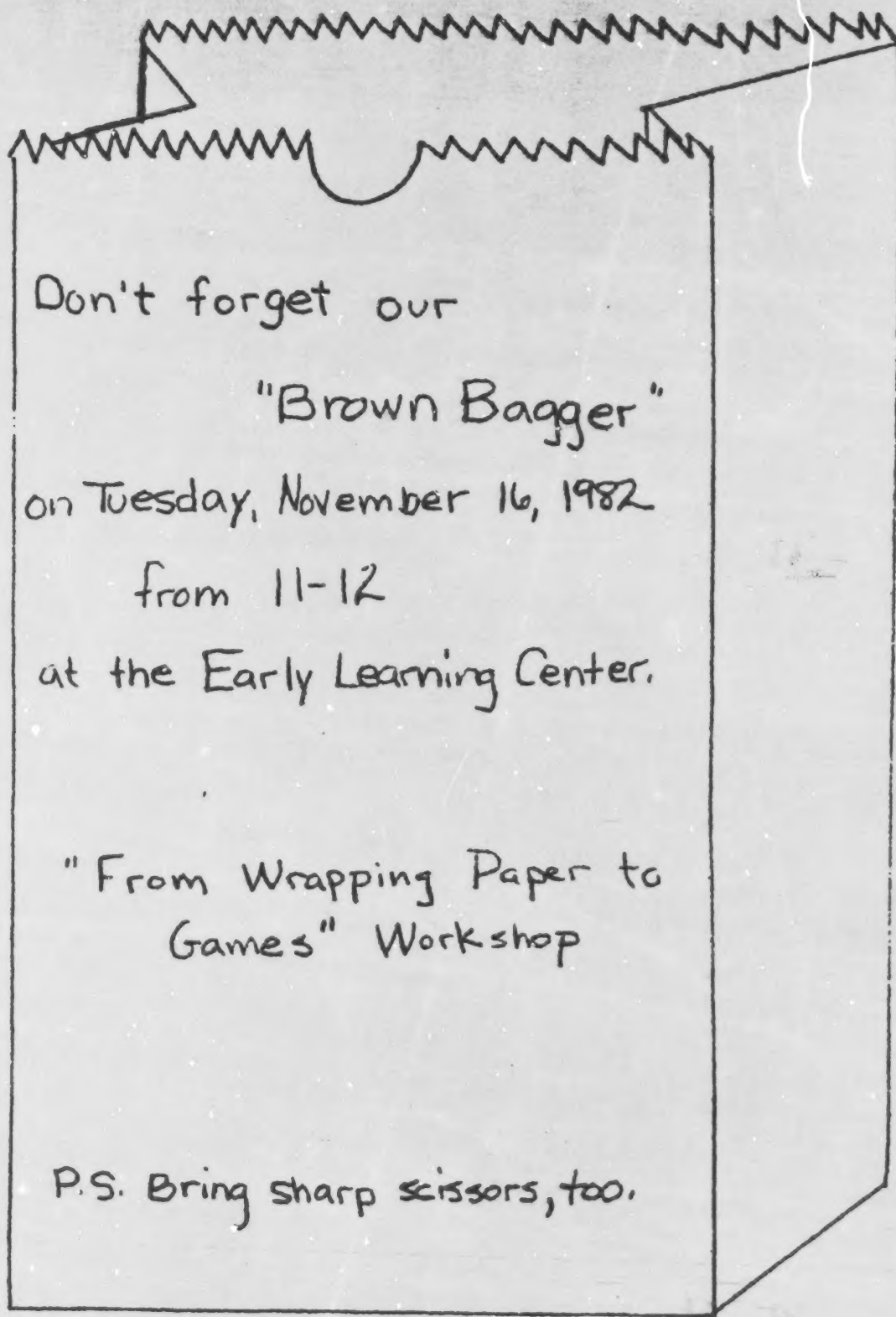
A future "Brown Bagger"
date to circle
on your calendar:

December 9th

Please return this form to
Mrs. Susan Miller at the
Early Learning Center.

☐ I will ☐ I will not > be there!

Name _____
Name of children) _____



Don't forget our

"Brown Bagger"

on Tuesday, November 16, 1982

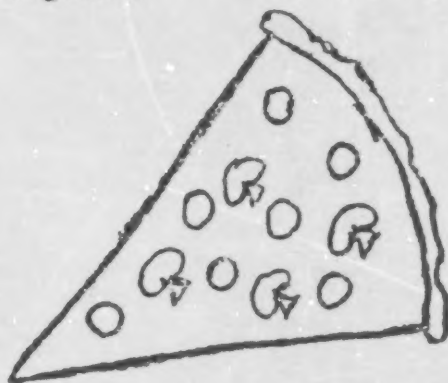
from 11-12

at the Early Learning Center.

"From Wrapping Paper to
Games" Workshop

P.S. Bring sharp scissors, too.

- "Brown Bagger IV " will be held on Thursday, December 9th from 11-12 at the Early Learning Center.
- * This session will be "For You, By You."
- * Please bring and share an idea, activity, book, poem, game, song, riddle, recipe, etc. that works for you and your child.
- * Mrs. Helen Krizan has volunteered to coordinate the session. Please call her with suggestions and to offer your assistance (682-4192).
- * To make the last Brown Bagger of the semester more festive, leave your sandwiches at home. We will share pizza instead.
- * Besides a sharing time, this will also be a time for good-byes as most of our clinicians will be moving on to another assignment for the second semester.
- * Babysitting and pizza will be provided for the youngsters.



I, we ☐ will
☐ will not attend Brown Bagger IV.

Signature - _____

Children who will attend are -

Name(s) _____	Age(s) _____
_____	_____
_____	_____

Idea, suggestions for the Brown Bagger session are _____

☐ I would be willing to assist Helen Kriess.

Phone number _____

Reminder

Brown Bagger IV

Ideas "By You, For You"
and

Pizza



Come and Share

This Thursday
(11-12)

EARLY LEARNING CENTER LANGUAGE LETTER

Vol. 1 No. 1
Editor-Susan Miller
October, 1982

DID YOU KNOW?

Kutztown State College
Kutztown, Pa. 19530

At this age children have this many words in their vocabulary.

8-12 mo.	0-3
13-18 mo.	4-24
19-24 mo.	24-290
2 yrs. 6 mo.	290-460
3 yrs.	460-910
3 yrs. 6 mo.	910-1250
4 yrs.	1250-1600
4 yrs. 6 mo.	1600-1900
5 yrs.	1900-2150
5 yrs. 6 mo.	2150-2500

(Machado, J. Early childhood experiences in language arts.
Albany, N.Y.: Delmar, 1980, p. 23.)

A CONTEST

OUR NEWSLETTER NEEDS A NAME!

Please help us think of a newsletter name related to speech-language and the Early Learning Center parents and children.



Parents, children, clinicians and staff are all invited to enter—as many times as you wish! No purchase is necessary!!!

The judges will be Mrs. Sandi Fisher, E.L.C. Kindergarten teacher; Dr. Susan Moon, K.S.C. speech professor and Mrs. Sarah Hertzog, E.L.C. parent of Beth and Nathan.

The winner will receive a games/activity book with marvelous ideas to use with children. Please submit your ideas by October 22. The prize will be awarded at the 2nd "Brown Bagger" workshop on October 26th.

Newsletter Name _____

Your Name _____

-2-

PROGRAM BRIEFS

The Kutztown State College Speech-Language Pathology Program

The Speech-Language Pathology program at Kutztown State College is one of three sections comprising the Special Education Department. There are approximately sixty-five students majoring in the Speech-Language Pathology program. Once the students have completed their preliminary coursework, they are required to take two semesters of Clinic (Clinic I and II). During this time they are assigned clients and expected to conduct speech-language evaluations, write professional reports, and plan and implement therapy with various types of communication problems. The Kutztown State College Early Learning Center is one of five centers serviced by the clinic students. The others include: Pied Piper Day Care/Nursery School and The Children's Learning Center in Reading, The Kutztown State College Speech Clinic, and Vitalistic Therapeutic Center in Allentown. Following two semesters of clinical experience, Speech-Language Pathology students are involved with student teaching before graduating from the program.

(Ray Dalfonso, Director of the
K.S.C. Speech Clinic)

HINTS

1. Set a good example-Speak clearly so it will be easy for for your child to copy your speech. If you use complete sentences, your child will be encouraged to use them.
2. Identify the sound by the way it is used in speech-Do not refer to the alphabet name. "ARE" is the name of the letter "R", but RRR (growling dog) is the sound as it appears in spoken words.

(Mahones, A. Project best, language development handbook, Spencer Co., KY: Kentucky Dept. of Ed., p. 65).

-3-

BROWN BAGGERS

On September 30, Professor Ray Dalfonso presented a slide show explaining the K.S.C. speech program to a most attentive group of parents. The clinicians and parents had a brief opportunity to meet and discuss "their child" after Professor Dalfonso's discussion on the importance of parental input on their child's language development.



Because the time for parents and clinicians to interact was brief, we promise you a much longer time to become acquainted on October 26th. During this lunch period, a video tape of an actual child's session will be viewed. After this, the parents and clinicians will have an opportunity to work together to "try out" their child's speech program activities, methods and materials. There will also be time to learn some language games to enjoy at home.

Your child may again "picnic" with Miss Smith, Miss Wood, and Miss Check. They are already planning another special event for the second "Brown Bagger."

LISTEN

It is important that your child develop good listening skills. Listening games will help your preschooler to increase their attention span and develop their vocabulary. Auditory skills can be developed through a combination of verbal listening and responding interactions.



A simple "silly" listening game is "Can You Say It Like I Do?"

DIRECTIONS: The adult (or child when he/she feels comfortable in taking the leadership role) says, "Can you change your voice like I can?"

"My name is _____"	"	(whisper softly)
" "	"	(loudly)
" "	"	(high voice)
" "	"	(slowly)
" "	"	(fast)
" "	"	(with mouth held open)
" "	"	(holding nose)

(Machado, J.M. Early childhood experiences in language arts.
Albany, NY: Delmar, 1980, p. 79)

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A SPECIAL CONFERENCE-The Red Balloon



Theme- "Parents As Learning Partners"
 For- Parents and Teachers of pre-school and elementary children
 When- Saturday, October 23, 1982
 Where- Right here at Kutztown State College !!
 Cost- \$20.00 (speakers, workshops, exhibits, and luncheon)
 Contact-Dr. Dorothy Moyer 683-4258 for reservations
 or Mrs. Susan Miller for further information

Language-related highlights for our parents and clinicians.

*Bill Martin, Jr. (author, teacher, and storyteller). Key-note speaker. Topic- "On Wings of Words."

*Jacque Wuertenberg (author and language arts consultant). Topic- "Helping Children Become Writers at Home and at School."

*Donna Haggerty (Director of the Call-Chronicle Newspaper Educational Service). Topic- "Parents and the Press: Partners in Education."

*Margaret Copeland (parent training specialist). Topic- "Finding Fun Field Trips in Any City Block."

*Nancy Rush (Early Childhood Education Coordinator). Topic- "How To Raise A More Creative Child."

*Kathy Dubuque (development specialist). Topic- "Using Recyclables to Design Games."

*Jacqueline Pack (music therapist). Topic- "A Music Activities Workshop."

*Karen Ross (TV literacy workshop instructor). Topic- "What To Do About TV? Try this TV Literacy Curriculum."

*John Seaman (Director, Easter Seal). Topic- "Parents Working with Children and Teachers."

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THINGS TO DO TOGETHER

Classifying and categorizing events, people and objects are important tasks that parents can teach their children. This can easily be done as you perform daily chores.

A simple way to group things occurs when you get ready to do the laundry. Your child can assist with sorting laundry in the piles "colored things" and "white things." Be sure to ask your child "What do you call this?" or "Which pile does this belong in?"

When sorting the clean clothes, socks are a good size for the youngster to handle. You child can match socks by



See if your youngster can tell you who the socks belong to. Put them in that person's pile.

Can your child order the socks—big, bigger, biggest?

A "fun" poem to share while you sort socks is—

"Matching Socks"

Red with red
 Blue with blue
 Green with green
 White with white
 Plaid with plaid
 Stripes with stripes
 Holes with holes—
 Ooops! That's not right!



(Allen, C. & Allen, R.V. Language experiences in early childhood, Chicago: Encyclopedia Britannica Press, 1969).

(continued on page 6)

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THINGS TO DO TOGETHER (cont.)

Now that the weather is beginning to get a little colder in the morning as your child gets dressed, a song to sing to the tune of "Farmer in the Dell" is —

"What do you wear when it's cold?"
 "What do you wear when it's cold?"
 "Heigh-ho, it's cold today."
 "What do you wear when it's cold?"

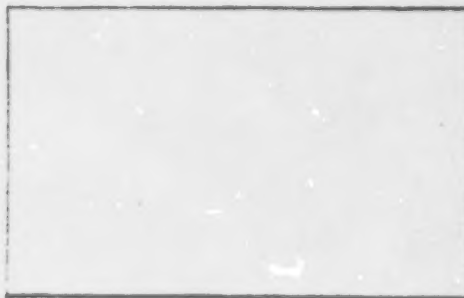
Answer:

"I wear my big green sweater"
 or "I wear my long sleeve shirt."



(Dunn, L.M., Horton, K.D., & Smith, J.O. Peabody language development kits manual (Level P). Circle Pines, MN: American Guidance Services, Inc., 1968.)

IDEA BOX: FOR YOU, BY YOU



This issue your idea box is empty—but that's only because this is our first issue! Please submit an idea for our November 30th issue. It may be a simple game or song that you and your child enjoy (clinicians and parents are both included). Or

it may be a way that you have discovered to motivate your child. Maybe it's a favorite recipe that everyone will enjoy. Please share!!!

-7-



THINGS TO MAKE/GAMES TO PLAY



This is another game which will help to develop classification and matching skills.

Materials: Magazine or catalog pictures that can be classified by a common quality (clothes and things that are not clothes; or toys and things that are not toys). Cardboard (use a cereal box) for use as the game board.

Directions for making: You may write a clue on the top of the game board for the adults. Attach a picture so the child may use the game board independently. Cut playing cards a uniform size. Glue pictures on them.

Directions for playing: Sort the cards. Place them under the appropriate category. Encourage the child to discuss their reason for placing the picture card in that category.



(Project Circle. Teacher made early childhood curriculum materials. Gainesville FL: State of Florida, Dept. of Ed., 1976, p.7).

-8-



HAVE YOU MET?

Clinician-

Mary Sabo is a K.S.C. junior. During the summers, Mary is a governess in Pittsburgh for a family with five children. This testifies to Mary's great love for children! She, also, loves swimming and is an active member of the National Speech, Hearing and Language Association.

Her Client-

Three year old Beth Sell's favorite food is peanut butter and jelly. She lives in Fogelsville with her older brother, Jesse, who is in fourth grade and her big sister, Ann, who attends second grade in the Weisenberg District. Jesse and Ann are both graduates of the Early Learning Center. Beth has two dogs named Spikie and Zip. Her mom, Winnie, is an expert at chair caning. Lee, Beth's dad, is employed by Kraft Foods.

COOK'S CORNER

Jack-O-Lantern Sandwich

A simple but fun snack to make for Halloween is a cheese jack-o-lantern sandwich.

Spread a piece of whole wheat bread with mayonnaise, lay on a slice of cheese and top with another piece of whole wheat bread on which you have cut out a face. A smiling jack-o-lantern sandwich appears!



(Warren, J. Entertaining the swing set. Totline, 4 (5), Sept./Oct. 1982, p.11).

(Warren, Note 12).

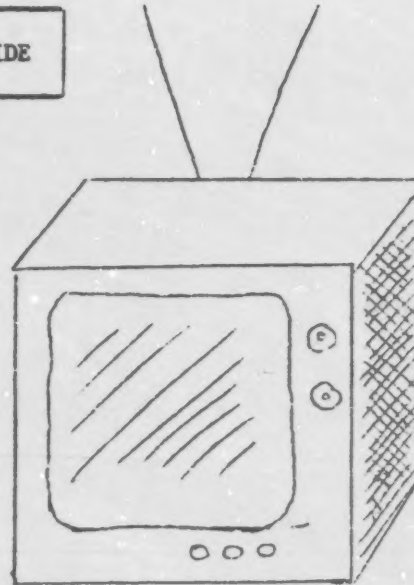
-9-

TV WATCHER'S GUIDE

If You Worry About TV's Effect
on Your Children...

Action for Children's Television
has suggestions for what parents
can do:

- *Talk about TV with your child.
- *Talk about the difference between make-believe and real life.
- *Talk about violence and how it hurts.
- *Look at TV with your child.
- *Look out for TV behavior your child might imitate.
- *Look for ideas for what to do when you switch off the set...
read a book...draw a picture..
..play a game.
- *Choose TV programs with your child.
- *Try to improve children's TV by writing a letter to your local station...to a television network...to an advertiser. (Family Circle, Oct. 5, 1982, p. 158).



"The Three Dilly Goats Gruff" will be aired on WLVT-Channel 39 on November 2 (10:00 and 2:45) and November 4 (11:15). The story is presented by the puppets of Shirley McManus. This is an excellent story in which to discuss with your child the many kinds of frightening creatures found in storybooks and TV. As a follow-up activity, see if your child can act out the story in a less violent manner.



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BOOKS/STORIES

The following books, available in our Early Learning Center Library, are particularly appealing to young children because they can identify with the feelings or experiences of the main character. They are excellent "read aloud" books for you and your child to share together.

Anglund, Joan Walsh, A Friend is Someone Who Likes You, New York: Harcourt, Brace, and World, 1958.

Ets, Marie Hall, Play With Me, New York: Viking Press, 1955.

Freeman, Don, Corduroy, New York: Viking Press, 1968.

Guilfoile, Elizabeth, Nobody Listens to Andrew, New York: Scholastic Book Services, 1957.

Hutchins, Pat, Good-night Owl! New York: MacMillan, 1976.

Kraus, Robert, Leo the Late Bloomer, New York: E.P. Dutton and Co., 1974.

Kraus, Ruth, The Carrot Seed, New York: Harper and Row, 1945.

Marshall, James, Yummers! Boston: Houghton-Mifflin, 1973.

Schulevitz, Uri, Rain Rain Rivers, New York: Farrar, Strauss and Giroux, 1969.

Undry, Janice, Let's Be Enemies, New York: Harper and Row, 1961.

Viorst, Judith, Alexander and the Terrible, Horrible, No Good, Very Bad Day, New York: Atheneum Press, 1976.

Zion, Gene, Harry, The Dirty Dog, New York: Harper and Row, 1956.



-11-

THE CHILDREN'S SECTION



Draw a face on your pumpkin.
How does it look?
Is your pumpkin happy or sad? Why?

N. I. D. D. L. E.

(News and Information for Brown Baggers in Language Education)

Vol. 1 No. 2
November, 1982Kutztown State College
Kutztown, PA. 19530

Editor-Susan A. Miller

WE HAVE A NAME!!!

Imaginative newsletter names were submitted by parents, clinicians, and staff. Dr. Susan Moon, K.S.C. speech professor; Mrs. Sandi Fisher, E!C Kindergarten; and Mrs. Sarah Hertzog, ELC parent of Beth and Nathan had a difficult time selecting a title.

The winner of the newsletter name contest was Mrs. Helen Krizan, Nicholas' mom. As you can see on our masthead, the new title is "N. I. D. D. L. E." Helen received a games/activity book at our second Brown Dagger meeting. She and Nicholas have been working on some ideas together for our fourth Brown Dagger parent meeting.

Other names cited by our judges were a title by Sue Gallagher, Bobby's mom, "The Chatterbox," and one by Lori Stine, Bobby Gallagher's and Nicole Wazner's clinician, entitled "The Pre-School Language Pourri." Thank you everyone for submitting your ideas. The suggestions were most creative.

A NUMBER TO NOTE

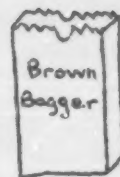


In case you have any questions or suggestions for Mr. Ray Dalfonso or your child's clinician, the telephone numbers of the speech-language pathology office are 683-4293, 683-4294.

Tracy Heller, Megan Petrie's clinician, submitted this thoughtful idea. Please do not hesitate to communicate with your child's clinician.

-2-

BROWN DAGGERS II and III



On October 26, clinician, Tim Lynch, explained a video taped session with his client, Stephen Calfo. Thanks to the cooperation of the TV Communications Department the parents and clinicians were able to view the tape in color. An excellent discussion period followed in which Professor Ray Dalfonso, was able to answer the parents' questions about therapy sessions.

Following this, the clinicians informally shared with parents games and activities played with "their" children during speech sessions. Mrs. Susan Miller ended the Brown Dagger II program by involving the parents and clinicians with language games requiring no equipment.

A "From Wrapping Paper to Games" workshop was presented to the parents and clinicians by Mrs. Miller on November 16. Taking advantage of this "make and take" workshop the participants created educational games to play with their children. Many clinicians and parents had the opportunity to share goals and ideas for working with the children as they designed materials together.

THE NEXT BROWN DAGGER

Brown Dagger IV will be held on December 9 from 11-12. The title of this session will be "For Parents - By Parents." Mrs. Helen Krizan, Nicholas' Mom, has agreed to be the coordinator for this program. She is requesting that all parents contribute one idea or activity that they have found successful in working with their child. This might be a homemade book, a commercial board game, or a riddle session while traveling in the car. Clinicians may contribute, too!!

Please contact Helen at 682-4192, if you have suggestions or ideas. She will welcome your assistance. Remember, this is your workshop for your children.

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A PLAY



Once again, the Early Learning Center children are fortunate to have the K.S.C. Sunshine Players present a play for them in the multi-purpose room. The curtain will go up at 1:00 on Thursday, December 2, for nursery and 1:00 on Friday, December 3, for the kindergarten. The play will be the children's classic story, "Aladdin." Two of our E.L.C. aides, Anna Hubickey and Lisa Itinger, are involved with the play which will make it even more special for our young theater-goers.

Parents, younger brothers and sisters, and other small friends are invited. The afternoon nursery class will attend on Thursday as part of their regular school program. Other performances will be held on Saturday, December 4, at 1:00 p.m. and 7:30 p.m. for the whole family to enjoy. Admission is free.

THANK YOU !

Our idea box is no longer empty, but holds instead, a BIG thank you! As you will note, throughout this issue of "NIBBLE" your ideas are found everywhere. Please keep sharing. The next newsletter to contribute to is December 13.

-4-



HAVE YOU MET?



Clinician - A junior, Tracy Heller, now lives in Boyertown, but grew up in Fleetwood. Tracy is learning to ski, but says she is really a member of the "fall club." She is a nurse's aide at Derks Heim in addition to being a K.S.C. student. Tracy's favorite color is green.

Client - Tracy's client is Megan Petrie. Megan can easily be identified in the morning nursery class, as she is usually wearing her favorite color, purple. Megan enjoys dramatic play with Natali and Kristen. She particularly likes doing art activities. In the spring there will be a new baby at Megan's house. Her mom, Kathy, is a fourth grade teacher at Kutztown Elementary School. Last year the E.L.C. children visited Megan's Dad at his circular screen print shop where he printed Bear Cub shirts for us.

THINGS TO DO TOGETHER



Lori Stine, Bobby's Gallagher's clinician, contributed this excellent self-awareness activity.

Help your child understand who he or she is and what he or she is. Self-awareness is the ability to relate to surroundings and the ability to communicate this relationship.

The child can develop his body image by looking in a mirror with a parent and playing an "I See" game. The parent says "I see you in the mirror. I see Mommy in the mirror. I see your hand in the mirror...your arm, leg, etc." Then ask the child to look in the mirror and tell which body parts he sees. Gradually add other parts such as eyes, hair, nose, etc.

(Hatten, J.T. and Hatten, P. Natural Language. Tucson, AZ: Communication Skill Builders, Inc., 1975, p. 16.)

-5-

WAYS TO SAY *



The developing child needs to have approval communicated to him/her. S/he must have a good feeling about him/herself if s/he is to develop a healthy self-concept. Parents are the ones who first and foremost let the child know, through actions and words, that s/he is worth while. Here are many ways that parents and teachers can say to a child "Very Good."

That's RIGHT!
 You're on the right track now!
 You are very good at that.
 That's coming along nicely.
 GOOD WORK!
 You're really working hard today.
 You're doing a good job.
 THAT'S IT!
 Congratulations!
 Now you've figured it out.
 GREAT!
 You are learning fast.
 Good for you!
 You're getting better every day!
 You did it that time!
 WOW!
 That's the way!
 Nice going.
 SENSATIONAL!
 That's the way to do it.
 FINE!
 TERRIFIC!

Keep up the good work.
 EXCELLENT!
 WONDERFUL!
 MAGNIFICENT!
 Nice going.
 OUTSTANDING!
 You did that very well.
 FANTASTIC!
 You're doing beautifully.
 SUPERB!
 You certainly did well today.
 TREMENDOUS!
 You're doing fine.
 Good thinking!
 Good for you!
 Good going!
 MARVELOUS!
 Good job (name of child)
 You're right!
 CLEVER!
 That's great!
 That's it!
 Now you have the hang of it.

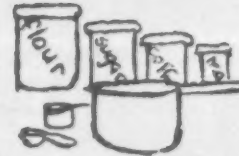
*List your favorite ways of saying "very good" here:

Cooperative Extension Service, The Pennsylvania State University,
 100 ways to say "very good." U.S. Department of Agriculture,
 XII, 7, July 1982.

* (Contributed by Professor Ray Dalfovo)

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COOKING WITH CHILDREN

A Sugarless Snack**Cranberry Gelatine:**

- 2 cups unsweetened apple juice
- 1 cup cranberries
- 1 envelope plain gelatine

Heat 1 cup apple juice. Pour gelatine into a bowl and stir in heated apple juice.

In a blender, blend together 1 cup apple juice and cranberries. Pour the mixture through a strainer. Add just the cranapple liquid to the gelatine mixture. Stir and pour into molds or container for chilling. Refrigerate until firm.

The pulp from the cranberries is usually too tart for children's taste buds. If you think your children would like it, add the pulp to your gelatine.

You could experiment with this recipe and add other fruits, etc. Add whatever you think your children would like. Suggestions: celery and apples; nuts and oranges; mandarine oranges; bananas.

Makes 8 -small servings.

Warren, J. Entertaining the Swing Set. Totline, Nov. - Dec. 1932, 4 (6), p. 17.

(Warren, Note 12).

-7-

TOYS TO MAKE

Children love to communicate by telephone! It is very special to have your "own" telephone and even more exciting not to pay any long distance telephone bills. Together, you and your child can create a very practical telephone system. Preschoolers are not too young to practice good telephone manners.

Materials: 2 tin cans
 masking tape
 12 feet of string or wire
 2 buttons

Directions for making: After removing the tops from the two empty tin cans, punch a hole in the bottom of each can. Tape any sharp edges at the top. Insert the string into the hole in one can, and then the other. Now your telephones are connected. *Seam about the button.*

Directions for using: Give your child one phone while you keep the other. Stand far enough apart so that the string is taut. While one person speaks into the can, the other may listen with the other can.



-8-

"FAST FOOD" PUPPET THROW AWAYS

PUPPET POP-UPS

Throw-aways compliments of
McDonald's.



Materials: Large fry holder, straw, styrofoam ball or other small ball. (You could even use a large radish or a crushed piece of tin foil.)

Procedure: Make a small hole in the bottom of the holder to stick a straw up through. Place a ball on the top of the straw for a head.

Activity: Children raise and lower the straw to make their person "appear" and "disappear".

DIG MOUTH PUPPET

Materials: Styrofoam hamburger holder, black pen.

Procedure: Cut off the fastener tabs and draw on some eyes and a mouth with a black marking pen.

Activity: Children place the two halves together and then hold them together by clamping their fingers on the back of the holder. By opening and closing their fingers, your children can make the "Dig Mouth" puppet talk.

Warren, J. Fast food puppet throw-aways. Totline, July-August 1982, 4 (4), pp. 4-5.

(Warren, Note 12).

CARTOON CORNER



Pac-eral



Pacman with an overbite



Pac and the
Beanstalk

(submitted by Tracy Heller).

-9-

IDEA BOX: FOR YOU, BY YOU

Nicholas' mother, Helen Krizan, contributed this activity she learned while teaching in California.

Coffee Filter Dying

Medium: Coffee filters - food coloring

Materials: a. Coffee filters, found at drug stores.
 b. Food coloring, found at general food stores.
 c. Dipping bowls, one for each color.
 d. Scissors.

Time applied: Project takes 10 minutes.

Objective: Folding and cutting filters into desired shapes and sizes and dipping them into colored dyes to obtain different designs when opened.

Directions: Lay out food coloring, bowls, coffee filters, and scissors on the table. Make sure to lay newspaper under bowls and food dye. The coffee filters are already folded in quarters when bought. If desired, take filters and fold them into eights or sixteenths. Filters may also be folded into halves. Filters may be cut at different points to make flakey designs (snowflakes) when opened. Filters may then be dipped into a variety of food colors in different ways to obtain the finished product.



When dipped along side edge (1) a bicycle-spoke effect will be produced. When dipped along a folded up edge (2) a circular effect will be produced. When finished, open filter all the way and set out to dry.

Teaching Suggestions: Use three basic colors: yellow, blue & red to obtain all colors. Filters absorb very fast. Water may be added to conserve food dye and make pastel colors. Different shapes of filters may be mounted on colored paper, hung in windows, used as place mats, varnished to hang as decorations. BE IMAGINATIVE!!!!

-11-

TV WATCHER'S GUIDE

Action for Children's Television (ACT) has as its goal to educate and enlighten parents and others involved with children as to the importance of television's effect on the child. The ACT formula for television viewing may be helpful. The "TLC" for television viewing is: T = talk with your child about TV. L = look at TV with your child. C = choose TV programs with your child.

If you wish to request further information from ACT, their address is:

Action for Children's Television
46 Austin Street
Newtonville, MA 02160

BEFORE AND AFTER

This is a game that encourages creative language expression.

Materials: Magazine pictures of "after" scenes.

Procedure: Look through magazines for pictures of things that just happened.

Activity: Show the picture to your child. Ask the child what happened before this happened.

Example: Show the child a picture of someone drying his/her hair with a hair dryer. Ask the child what happened before.

Possible responses might be-

The person washed their hair.

The person went for a swim.

The person got caught in the rain.

Warren J. Trying language on for size. Totline, July-August 1982, 4 (4), p. 11.

(Warren, Note 12).

-12-

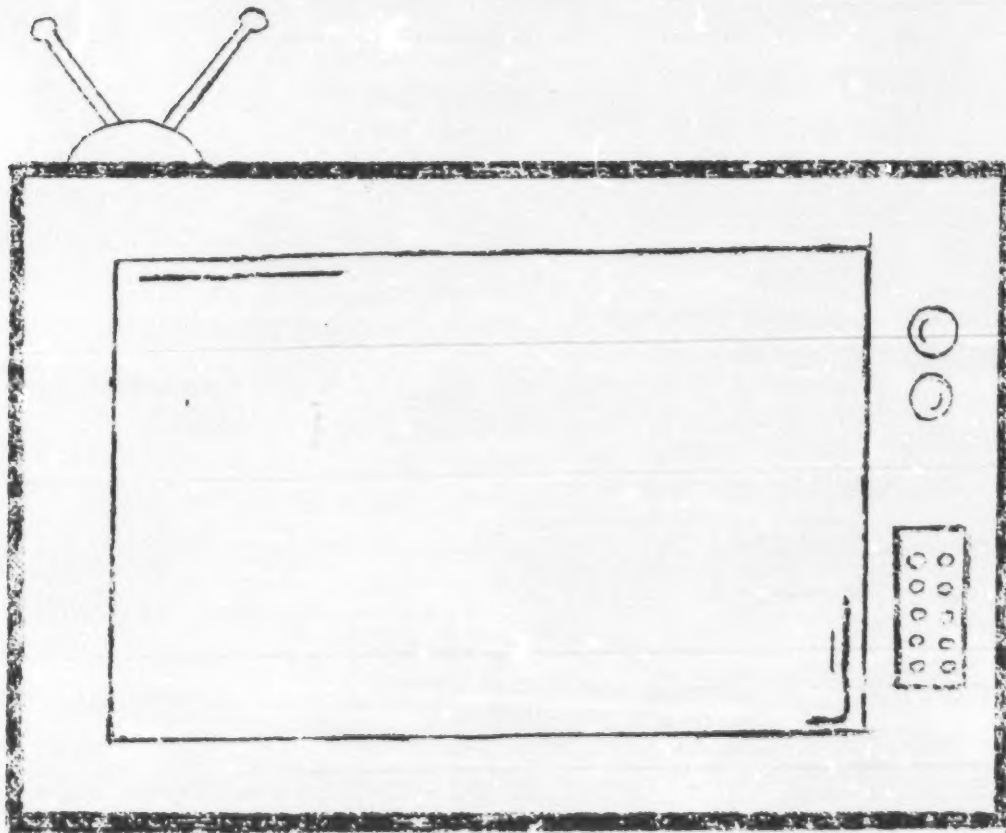
THE CHILDREN'S SECTION

What is your favorite TV show?

Draw the program on the TV screen.

Tell your parents what you like best about the program.

Invite them to watch the program with you.



Mahanee, A. Project best, language development handbook.
Spencer Co., KY: Kentucky Dept. of Ed., p. 143.

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DOORS

Making his or her "own" book is an exciting project for your child. Everyone knows that the byline is the most important part of the book (especially if you are the author!), so make sure your child's name is written prominently. Give your child lots of opportunities to "read" his/her story aloud after s/he has created it.

Concept Books

- Materials:
1. Cardboard or construction paper
 2. Magazine pictures
 3. Crayons
 4. Glue
 5. Scissors
 6. Markers
 7. Yarn or brads.

Directions for making:

1. Establish the concept to be illustrated.
2. Select appropriate materials for the cover. Title the book.
3. Find illustrations to illustrate the concept. Cut them out and glue them on construction paper pages. Or allow the child to illustrate the concept with crayons.
4. Write any words that the child dictates with a marker.
5. Arrange the pages.
6. Bind the book with yarn or brads.



Project Circle, The Board of Alachua County, E S E A Title IV C.
Handbook: activities involving parents. Gainesville, FL: State
Dept. of Education, 1976, p. 15.

-14-

POETRY TO MOVE TO



This poem gives the child lots of experience with the "snake" sound (ssss). It's fun to act especially when getting dressed to go outdoors on snowy days.

Susie's Galoshes

Susie's galoshes make splishes and splashes (Slide feet along floor)

And slooshes and slushes
 As Susie steps slowly
 Along in the slush.
 They stamp and they stamp (Stamp twice)
 On the ice and concrete.
 They get stuck in the mush and the mud.
 But Susie likes best to hear
 The slippery slush, (Slide feet along the floor)
 As it slooshes and slooshes
 And splishes and splashes
 All around her galoshes.

Cromwell, L. & Hibner, D. Finger frolics: finger plays for young children. New York: Partner Press, 1976.

CALENDAR



December 2-Play "Aladdin" (1:00) Afternoon Nursery, E.L.C. Multi-Purpose Room
 3-Play "Aladdin" (1:00 and 7:30) E.L.C. Multi-Purpose Room
 4-Play "Aladdin" (1:00 and 7:30) E.L.C. Multi-Purpose Room
 9-Drown Dagger IV
 13-Newsletter
 21-E.L.C. Classes end for Semester (11:00)

Note: On December 3rd, the Kindergarten will attend "Aladdin".



N.I.B.R.L.E.
(News and Information for Brown Baggers
in Language Education)



Early Learning Center
Kutztown State College
Kutztown, PA 19530

Vol 1, No. 3
December 1982
editor - Susan A. Miller

REINFORCER MENU

Most of the following are things you are probably already doing with your child at home. So many times we have so much to do that it is very easy to overlook these simple things that only take a second or two to do. Once you see the difference it makes in your child's attitude towards him/herself, you, and others, it will well be worth it!

Words of Praise:

"good work"
"terrific"

"marvelous"
"nice job"
other _____

Nearness:

taking a walk together
talking and listening
to each other
playing games together
sitting next to one another
other _____

Expression:

a smile
a nod
laughing
a look of pride
other _____

Activities:

playing a game
going shopping
watching TV together
being allowed to go first
reading or being read to
listening to records
helping you with chores
other _____

Physical contact:

a hug
a kiss
a pat on the back
ruffling the hair
other _____

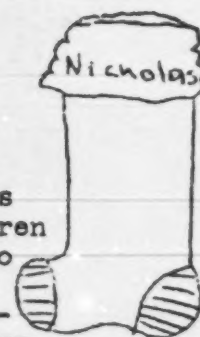
Please try to do at least one from each category each day. These "reinforcers", when given in a steady diet, become habit forming!

(Mahanes, A. Project B.E.S.T., language development handbook. Spencer Co., KY: Kentucky Dept. of Ed., p.60).

-2-

A STOCKING STUFFER

Instead of buying "Silly Putty" for a Christmas stocking stuffer, why not make it instead? Children love to watch it stretch and bounce. It will also lift comics right off the page when it is pressed over the colorful print. This is an excellent opportunity for the child to "retell" the comic story.



Silly Putty Recipe

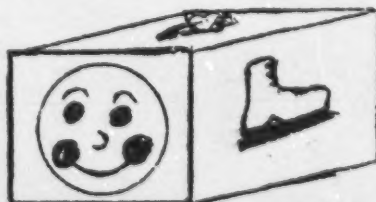
Mix together 1 cup (240ml) Elmer's glue and $\frac{1}{2}$ cup (120ml) Sta-Flo liquid starch. The mixture needs to dry slightly before it is pliable. Use an air tight container to store the Silly Putty.

(Jorde, P. Living and learning with children. Washington, D.C.: Acropolis Books, Ltd., 1981, p. 46).

A PRESENT TO MAKE

"ME CUBES"

To build up your child's positive self image and to enable him/her to share some of his/her favorite experiences with others, have him/her design a "ME CUBE." Using a small box, help your child cover it with one of his paintings from school. On this background, allow him to glue photos of him/herself doing special activities (fishing with Daddy). Or cut magazine pictures of things s/he considers important (new ice skates, a plate of spaghetti) and paste a picture collage. This is a very personalized gift for your child to give to Grandma or Grandpa or to place on Mommy or Daddy's desk. Allow your child to explain each of his special "ME CUBE" pictures. Use clear contact paper to preserve this treasure.



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TOYS

With the rapid approach of the holidays, shopping for toys is at a peak. What should you look for when purchasing a toy?

First, the age of the child should be considered. It should not be too simple nor too advanced for the child's age range.

The play value must be taken into account. How will this toy motivate your child's imagination? Will it involve your child in games to play together with another person? Ideally, a child should want to play creatively with a toy rather than to simply be amused by it.

Different interests are of importance. Some children like the ruggedness of construction toys, while others enjoy sets with people and animals to move about and speak for.

Safety factors are extremely important. Steel toys should be hemmed. All windshields should be shatterproof. Paints need to be non-toxic, baked-on enamel. Toys should not have small parts that will break off and become sharp or placed in the child's mouth.

Toys should be durable enough to withstand handling and normal play. Wheels should be secure and labels should not peel off. If the toy is hidden by packaging, ask the salesclerk to take it out of the wrapping for you so that you may check for durability.

If in doubt-- do not buy the toy!

(Consumer information. Better Homes and Gardens, Nov. 1982, p.37).



A CHRISTMAS TREE ORNAMENT

Helen Krizan suggests this family art project for holiday fun. The shrink art designs also make delightful necklaces for Christmas presents.

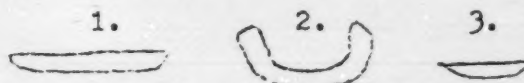
Shrink Art

Materials: Plastic lids or styrofoam trays
Permanent felt pens
Hole punch
Cookie sheet
Yarn
Aluminum foil
Oven 350 (preheated)

To Make:

1. Punch hole in side of lid or tray.
2. Draw different pictures and/or designs with permanent felt tip pens on the lid or tray.
3. Shrink lids or trays by placing them on a cookie sheet that is covered with aluminum foil. Place the cookie sheet in a preheated oven.
4. Keep the cookie sheet in the oven until the lids or trays are all shrunk.

Stages:



5. Take the cookie sheet out of the oven and let the shrink art cool.
6. Thread yarn through the hole. Tie a bow and hang the ornament on your Christmas tree.



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WHAT'S YOUR POSITION?

Children love to play with boxes. Obtain a box large enough for your child to crawl into. (The College Bookstore next to our classroom often has clean, free boxes-just ask the personnel to save one for your child.)

Give your child lots of opportunities to experience "position" words. Simple instructions to act out might include:

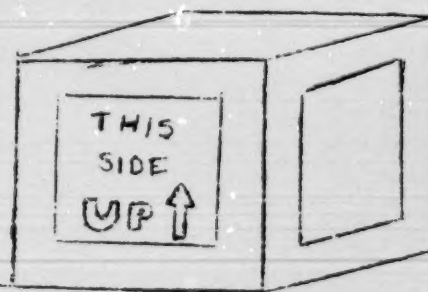
"Sit inside the box."

"Stand behind the box."

"Crouch next to the box."

"While you are standing in the box, wave your hand out-side of the box."

You may add props for dramatic play. Have your child place a sheet over the box for a house, firehouse, barn, hangar, garage, etc. Allow him to tie a scarf around the box for a plane, boat, horse, present, etc. Encourage lots of role play and verbalization while utilizing "position" words.



STORIES

Reading aloud to your child sets a positive tone for the child's exploring process that accompanies active reading. A unique Christmas present to make for your child is a tape of you reading his/her favorite story. There are times when you can not read to your child, but s/he really wants to hear a story.

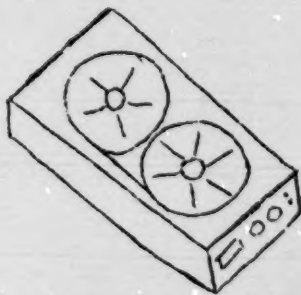
Directions: Make sure you read the story word-for-word (if you skip a word your child will know it!). Indicate on the tape that it is time to turn the page (a bell, click-click of your tongue). If you record several favorite stories on one tape, make sure you note the footage so that you will be able to locate each story easily on the tape.

Variations:

- * Ask questions about the story for the child to answer.
- * Read several phrases and then pause for your youngster to fill in the missing word/phrase.
- * Instead of reading a book, tell stories about when you were "little" or when the family went to the zoo.

(Warren, J. Holiday quiet time ideas. Totline, Series A, December, p.1).

(Warren, Note 12).



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DID YOU KNOW?

The following chart gives the average ages of clear reproduction of the English consonants. Tracy Heller, Megan Petrie's clinician, thought this information would be of interest to the parents,

Consonant sounds	Age of control
f,h,m,n,ng,p,w,y	3
b,ch,d,g,k,s,sh,r	4
l,t,th,v	5-6
z,zh,j,sl,sk,br,tr	7
all letter sounds	8

(Machado, J.M. Early childhood experiences in language arts. Albany, NY: Delmar, 1980, p. 27).

A THANK YOU

During the Brown Bagger workshops our young clients and their brothers and sisters have been well cared for by two of our student teachers, Becky Smith and Julie Green, as well as two of our Early Childhood Education majors, Linda Check and Trudy Singley. These students have been marvelous with the youngsters and have kindly volunteered their time so that the clinicians and parents could meet.

Another round of applause goes to our Early Learning Center aides Jody Heberlig and Lisa Itinger for their art designs; Lisa Wood, Lisa Itinger, Anna Hubicky, and Krista Deramo for their hours of typing; Helen Warner and all of the other aides for colating the newsletter. N.I.B.B.L.E. would not be possible if it weren't for the dedicated work of these people.

-8-

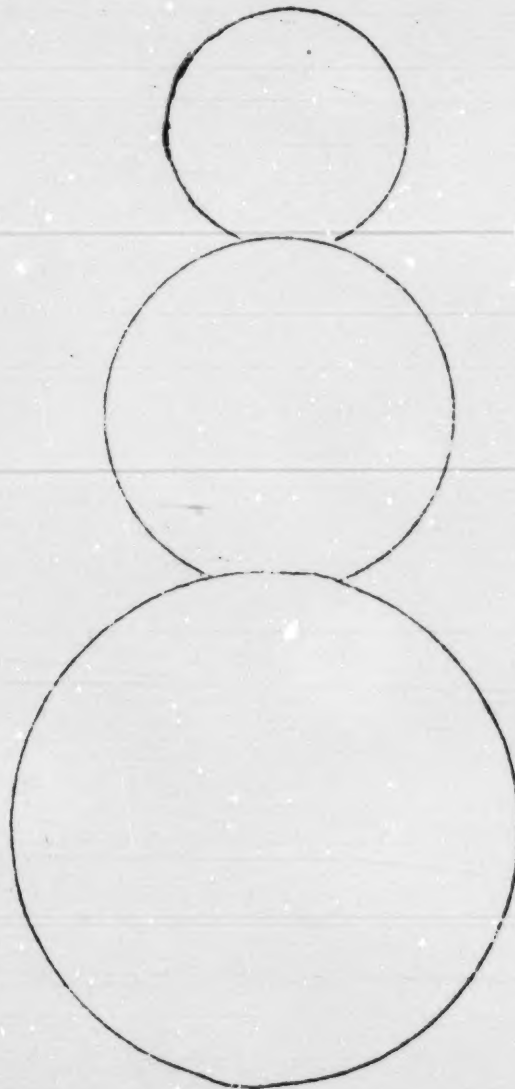
THE CHILDREN'S SECTION

* This snowperson needs a face. Do you think the snowperson is happy, sad, mad, or sleepy? Why?

*This snow person is also very cold. Please give him/her some clothes. Tell Mommy and Daddy what you are putting on the snow person.
 What color are the clothes?
 Are they soft or fluffy? Do
 they have stripes or
 spots?

*Does the
 need some-
 work
 play
 what?

snowperson
 thing to
 or
 with?



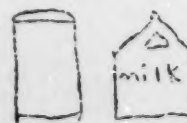
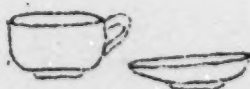
-9-

THE SNOW SCENE

- Materials: *Kosher or table salt
 *dress box or tray
 *small figures (Fisher Price people,
 Leggos, "pound of toys")
- To play: *Pour salt ("snow") into the box.
 *Add props for dramatic play.
 *Talk for the characters.
 *Tell about the scene you create.
 *Change the setting as often as you like
 with each new "snow storm."
- Variation: *Write letters, numbers and words in the
 "snow" with your finger.
 *Guess what is written. Talk about it.
 *Make shapes. Match them.
 *Draw pictures. Tell about them.
- 
- 
- 
- 

THINGS THAT GO TOGETHER

- Materials: Catalog or magazine
 Scissors
- To make: Cut out pictures of things that go together-
 shoes/socks, cup/saucer, milk/glass, etc.
- To play: Mix up the pictures on the table or floor.
 Have your child match the things that go
 together. Ask him/her to identify them by
 name and tell you why they go together.
- Variation: Choose an item. Have your child pick the
 thing that goes with it and then tell you
 why they go together.



-11-

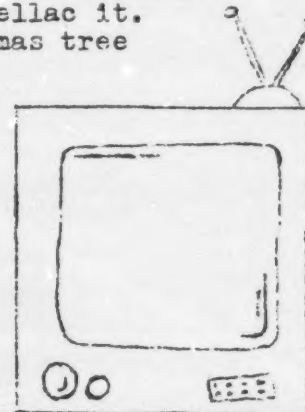
COOKING WITH CHILDREN


Soft Pretzels

(and other delicious shapes!)

1. Mix 1 packet of yeast, $1\frac{1}{2}$ c. warm water, 1T. sugar, and 1t. salt in a bowl. Stir in 4 c. flour.
 2. Dump the dough on the table. Knead it until it is smooth.
 3. Pull off a lump of dough. Make it into a rope. Shape it into a pretzel. (Actually it tastes good in any shape! Letters, Numbers, etc.)
 4. Line a cookie sheet with foil. Brush the pretzels with a beaten egg. Sprinkle on coarse, Kosher salt. (or table salt if you do not have any Kosher salt).
 5. Bake at 475 for 12-15 minutes or until golden brown.
- ***If you would like a permanent pretzel, letter, number, or shape (not for eating!!!), you may shellac it. This will make a nice necklace or Christmas tree decoration.

T.V. WATCHER'S GUIDE



Even though many experts recommended that preschoolers watch only one or, at most, two hours of television a day, children between the ages of two and five actually watch an average of thirty-one hours of television a week--or more than four hours a day.

One of the suggestions made by the authors of the booklet entitled "Children and Television: A Primer for Parents," is that parents view programs with their children in order to put the TV world in perspective. Another suggestion is to make family rules concerning television: to let the children participate in the selection of programs but to also let them help construct a list of alternative activities they can engage in during the time freed from television.

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T.V. WATCHER'S GUIDE
continued

the booklet may be obtained from the Boys Town Center,
Boys Town, NE 68010.

(Booklet describes how to influence kid's TV habits,
American Educator, 6 (4), Winter 1982, p.4).



HAVE YOU MET?



Clinician: Lori Stine is a junior from Hamburg.
During the summer she teaches the mentally
retarded at the Hamburg Center for the Berks
County I.U. While on campus, Lori lives in
Bonner Hall. She enjoys swimming and music.

Her client: Nicole Kazmar is a five-year-old who lives
in Fleetwood. Her sister, Cindy, attends
third grade at Rockland Elementary and is
a former E.L.C. student. Nicole's favorite
T.V. program is the "Muppet Show." She
enjoys playing with her doll, Mandy. Nicole
hopes that Santa will bring her a Mickey
Mouse Talking Phone. Her mom, Connie, an
R.N., is taking courses in the nursing
program at the college. Nicole's daddy,
Gerald, works at C.P.C. in Kutztown.

Bobby Gallagher, who attends the morning
nursery program at the E.L.C., travels to
school with Nichole's carpool. Bobby has
two dogs - "Kong," a swimming dog and "Greta,"
a dog that you have to carry into the water.
His favorite song is the "Star Spangled
Banner." Bobby wants Santa to bring him
"Cliff Hanger" for Christmas. His younger
brother, Tommy, comes to school for Brown
Bagger sessions with his mom, Sue. (Ask her
for a very special "Sock It to Me" cake
recipe!). Bobby's dad, Robert, owns
Maidencreek T.V. and Appliance in Blandon.

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A TRAVEL BOX



Over the holiday vacation, many of you will be traveling to see relatives. Make a special travel container for your child. Locate a sturdy shirt box with a lid that can be used for a travel table or game board. Cut a large piece of felt to fit inside the lid and glue it in place. Cut small pieces of colored felt into different shapes. Store these in a zip-lock bag. Also, inside the shirt box place crayons, paper, a deck of cards and a pair of dice.

Feltboard: Place the box lid with the felt upside down on the child's lap. S/he now has a felt board to arrange the various felt shapes. S/he can tell stories about his/her felt scene.

Cards: Use the felt board as a table to match cards, play "Fish" or "Old Maid."

Dice: See if the child is able to roll pairs. Two children may see who gets to six first. They must first roll a one, and then continue until they roll a two and so forth.

CALENDAR

December 19- Christmas show at the K.S.C. Planetarium- bring the whole family (free admission).

20- Deadline for returning Brown Bagger/Newsletter questionnaires

21- Semester ends (11:00 A.M.)

January 18- Second semester begins

December

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
X	X	X	22	23	24	25
26	27	28	29	30	31	

January

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	X	19	20	21	22
23	24	25	26	27	28	29

To - ☐ Susan Moore ☐ Susan Miller ☐ Susan Fisher

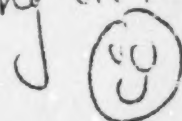
From - Susan Miller

Re - Title for Early Learning Center Speech/Language Newsletter

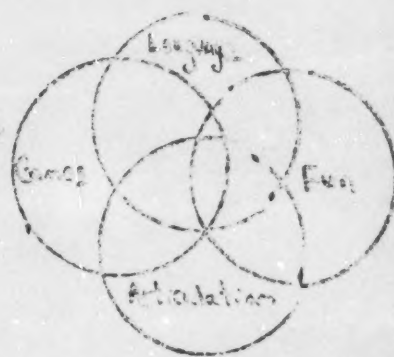
Date - October 22, 1982

Please number your "top three" choices (1, 2, 3).

Would the judges return this form on Monday, October 25 so that the prize can be awarded at the "Brown Bagger" parent/clinician meeting on Tuesday. Thank you for your assistance!



- ☐ NIBBLE (News and Information)
- ☐ SLATE - Speech and Language Activities in Toddler Education
- ☐ The Brown Bagger
- ☐ Not for children only
- ☐ Totline
- ☐ Echo
- ☐ NIBBLER - New Ideas for Brown Baggers in Language Ed. and Reading
- ☐ The Chatterbox
- ☐ SSC Reporter
- ☐ Lab School Reporter
- ☐ Lab School Listening Post
- ☐ Lab School Letters
- ☐ Kid Talk
- ☐ The Pre-school Language Pourri →



From the Kitchen of
Susan Miller
Assistant Professor of Elementary Education
Early Learning Center
Kutztown State College
Kutztown, Pa 19530
(215) 683-4281

RECIPES FOR COLOR ACTIVITIES

Chefs - You and Your Child

Time - Anytime! As often as
you wish

Temperature - With lots of
warm love

Amount - The more you make,
the more you'll want
to do

Utensils - Found in and
around the home

Ingredients - Free and/or in-
expensive

Preparation - A positive attitude, sense of humor, delight in
exploration, and desire to enjoy learning and
share ideas.

-2-

Play Dough

Mix 2½ cups of flour and 1¼ cups of salt together with your
hands. Add small amounts of water until workable but not sticky.
Add food coloring. May mix colors. Good for molding, rolling,
cutting with cookie cutters. Store in plastic bag in refrigerator
for up to 2 weeks. To make ornaments, bake at 350 for one hour.
Turn once.

Bottle Sandwiches

Save tall clear bottles (ketchup, syrup). Wash, remove label
and dry thoroughly inside. Fill with layers of dry food and a
variety of shades of one color (ex: brown - tea, coffee, cinnamon,
cocoa, oriole cookie crumbs, graham cracker crumbs, cornflakes, etc.
Put cap on to keep moist air out.

¹Each page was cut in half in order to create a small booklet.

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Colored Rice Box

Shake white rice in a bag with several large drops of food color. For brilliant colors add several drops of rubbing alcohol. Let dry on a flat surface. When you have several colors dried, mix them all in a box. Use like sand play (pouring, mounding). Match a colored grain with a color in your shirt, etc.

Block Color Shape Match Cards

Place a colored table block on a piece of paper. Trace around the shape. Color it. Match the building blocks to the colored pattern on the paper.

Color Collage

Find magazine pictures of a specific color. Cut the colored pictures out. Glue them on paper to make a color booklet or collage. Talk about the colored pictures.

-4-

Stained Glass Windows

- 1) Use colored magic markers on wax paper. Hang in window or by light.
- 2) You may glue colored cellophane to a styrofoam meat tray with the center cut out.

Colored Water Play

- 1) Use drops of food color in a pan of water. Sail boats, float objects, etc.
- 2) Blow bubbles in a pail. Use plastic straws and liquid soap. Watch colors in the bubbles. Notice how the colors change with the color the bubbles are near.

Color Walk

Choose a favorite color. Walk around the house or neighborhood. See how many things you can find with that color. Look for varying shades of that color. Notice how colors change outdoors with the season.

-5-

Color Mixing

Baby food jars (or clear containers), water, food coloring, eyedropper

Add yellow food coloring to a small jar of water. Do the same with red and blue. Fill several jars with clear water. Add several droppers of colors to the water (ex. red + yellow = orange) to allow the child to make new colors by color mixing.

Icing

Put drops of food color in small dabs of white icing to make new colors. Spread on cupcakes or cookies.

Colored Flashlight Dancing

Unscrew the head of the flashlight. Place colored cellophane under the glass. Turn off the lights. Move the colored to music around the room (the floor, ceiling, arms, clothes, etc.). You may also use colored magic marker to color the glass.

-6-

Crayon Melt

Place a thin piece of paper on a warming tray. Turn on heat. Have child hold paper with a pot holder. Move crayon slowly across paper with other hand. Colors melt for stained design.

I Spy

"I Spy with My Little Eye" something green (red, yellow, etc.) A marvelous quiet waiting game. Other person must guess the object that the color person is thinking of.

Color Scratch

Place a pad of newspaper on the table. Crayon splotches of color heavily on construction paper. Then cover the entire surface heavily with a dark color crayon. Scratch a design through with a nail or bobby pin. A lovely picture of many colors will result.

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Stained Glass Window Cookies

3/4 cup shortening	1 tsp. baking powder
1 cup sugar	1 tsp. salt
2 eggs	About 6 pkgs. lifesavers
1 tsp. vanilla or 1/2 tsp. lemon extract	
2 1/2 cups flour	

Mix shortening, sugar, eggs, and flavoring. Blend in flour, baking powder and salt. Cover. Chill at least 1 hour.

Heat oven to 375°. Roll dough 1/8" thick on lightly floured cloth. Cut into desired shapes, using cutters of two sizes to obtain cutouts, or design your own patterns. Place cookies on aluminum foil-covered baking sheets. For larger cookies, transfer to baking sheet before cutting out designs. Place lifesavers broken into small pieces in cutouts. Fill cutouts until candy is just level with dough. Don't over do it! If cookies are to be hung, make a hole 1/4" from top with end of plastic straw.

Bake 7 to 9 minutes or until cookies are very light brown and life saver candy is melted. If lifesaver

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Stained Glass Window Cookies (cont.)

candy has not spread within the cutout design, immediately spread with a metal spatula. Cool completely on baking sheets. Gently peel aluminum foil from cookies.

Makes about 6 dozen 3" cookies.

Helpful Hints: (Stained Glass Window Cookies)

1. 1/2 a lifesaver will melt to fill an area about the size of a quarter.
2. To store cookies, layer them between sheets of waxed paper in an airtight container or freeze them layered with paper in rigid freezer boxes.

Cooking

Make jello instant pudding using a variety of colors. Freeze pudding in paper cups with wooden sticks to make popsicles.

-9-

Tissue Painting

Tear colored tissue paper into chunks. Arrange pieces on white paper. Paint over with a brush (or Q-tip) and clear water. Remove wet tissue. A lovely colored design remains.

Color Lotto Game

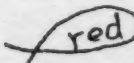
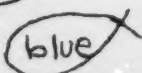
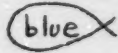
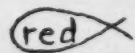
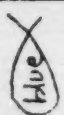
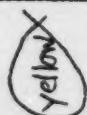
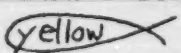
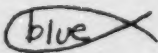
1. Use 3 boards with four different squares on each board. (12 colors in all) Make a separate matching square for each color used on the board. Each player receives a board. The twelve color squares are placed face down on the table. The first player draws a square. If it matches the color on his board, he places it on his board and goes again. If it is not a match on his board, the person who has that color may claim it. Then the next person on the right goes. Object-to fill your color board first.

2. To make the game more difficult-use a series of colored fish swimming in different directions.

(boards on next page...)

Color Lotto Game (cont.) -10-

red	blue
orange	green

-11-

Color Round Up

The color cowboy has a straw. He must suck up a paper color square with his straw and drop it in the correct color corral. Use a box divided into four different color sections for each section of the corral.

Color Puzzle

Cut any painting or drawing done by the child into big pieces. Have him put his own puzzle together as he is guided by the shape of the pieces and colors.

Hand Color Match

Trace your child's right and left hand on as many different colored pieces of paper as you wish. Cut the hands out and glue them on a large sheet of cardboard. Have the child find the blue hand like the one you are holding up-or the right yellow hand-or both green hands, etc.

-12-

Paint Chips

For visual discrimination of a single color get two cards of paint chips from the paint store. Glue samples on cardboard. Match the corresponding color by tone.

Go Fish

Make four fish of each color. Use crayon or marker to color one side of the cardboard fish. Each person is dealt 6 color fish. The rest are placed in the center of the table. Any matching pairs are placed on the table in front of the person. The first player asks anyone he chooses for a color he has in his hand. "John, do you have red?" If he does, he must give it to the person who will put his pair on the table. The player may go again if he receives a match. If John does not have the color, he says: "Go fish" and the player must draw a colored fish from the pond on the table. The next person then takes a turn. The object is to get rid of all your fish first.

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